DOCUMENT RESUME

ED 271 698 CG 019 237

AUTHOR	Guay, Roland B.
TITLE	Career Planning and Development. Review of Research: Part I.
INSTITUTION	College Placement Council, Bethlehem, Pa.
REPORT NO	ISBN-0-914885-02-2
PUB DATE	83
NOTE	206p.; For Parts II and III, see CG 019 238-239.
AVAILABLE FROM	College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
PUB TYPE	Information Analyses (070) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Development; *Career Planning; *College Graduates; *College Students; Higher Education; Individual Characteristics; *Research Needs

ABSTRACT

This document contains a compendium of research on the career planning and development of college students and graudates. The objectives of this publication are to help individuals involved in career planning and development learn the research findings of studies conducted in the field and to provide guidance to researchers in the field regarding areas needing additional study. The introduction explains the organization of this publication and is followed by: (1) an outline of the career planning and development topics covered by this summary of research which include 24 influence variables and 10 career variables; (2) an index of topics from the outline; (3) an overall summary of the findings reported in the research abstracts; and (4) a brief discussion of areas in the field that appear to need additional research. The majority of this publication consists of 180 one-page research abstracts arranged alphabetically by author. Each abstract summarizes a different study conducted in the field. For each abstract, the title of the study, the author, and the publication source are listed. The remainder of the abstract briefly summarizes the problem, methodology, and major results of the study. The results are presented in a manner that makes them understandable to individuals without statistical training. While studies published through November 1982 are included in this review, plans to periodically update this publication are discussed. (NB)

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REVIEW OF RESEARCH

CPC Foundation

PART I

Career Planning and Development

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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REVIEW OF RESEARCH: PART I

CAREER PLANNING AND DEVELOPMENT

by

Roland B. Guay

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ISBN 0-914885-02-2

* * * * * * * * * * THE AUTHOR * * * * * * * * * *

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* *

INTRODUCTION

This compendium of research on the career planning and development of college students and graduates is the result of an initiative by the College Placement Council. CPC was concerned about the lack of up-to-date reviews of research in the field and the adverse impact this could ultimately have on the quality of services provided by professionals who assist students and graduates of institutions of higher education in the career planning and development process. In response to this concern, the CPC Foundation supported the preparation of this publication. The objectives of the publication are to (1) help individuals involved in career planning and development learn what has been found by the numerous studies conducted in the field and (2) provide guidance to those individuals interested in doing research in the field regarding areas needing additional study.

The CPC Foundation plans to update this publication periodically to make sure that an up-to-date resource on research in the field is available to the many people who could profit from this information. The loose-leaf format will make it easy to insert new materials. This new material will serve either as an addition to existing materials or as a replacement for existing materials considered out-of-date.

RESEARCH ABSTRACTS

One-page research abstracts make up the majority of this publication. Each abstract summarizes a different study conducted in the field. At the top of the abstract the title of the study, the author(s), and the publication source are listed. The remainder of the abstract briefly summarizes the problem, methods (i.e., participants, instrumentation, and procedures), and major results of the study.

The results are presented in a simple manner so that they are understandable to individuals without statistical training. Statements such as "career choice was found to be related to self-esteem" should be interpreted as saying that the two variables are significantly related. However, the reader should be aware that the criteria for significance vary from study to study.

The abstracts are arranged alphabetically by author. This ordering is used primarily to facilitate adding new abstracts to this publication in the future.

SOURCE OF THE ABSTRACTED STUDIES

The source of studies for this summary of research is limited to published research articles and monographs. The published studies considered for inclusion are not restricted to those from any particular journals or time period. As a result, a wide range of journals and dates is reflected by the studies summarized in this publication.

The search for studies involved the use of both printed and computerized abstracting and indexing services. Most of the abstracted studies were found, however, by simply following up on references cited in other studies.

CRITERIA FOR SELECTING THE ABSTRACTED STUDIES

Four major criteria were used to select the studies summarized in this publication. Selected studies had to meet all four criteria listed below:

(1) The research problem is closely related to at least one career planning and development topic covered by the publication;

(2) The findings appear to have a reasonable level of research validity;

(3) The findings contribute to the advancement of knowledge in the field; and

(4) The participants are college students and/or college graduates.

ORGANIZATION OF THIS PUBLICATION

The research abstracts are placed at the end of this publication. Four other sections precede the abstracts, immediately following this introduction. These four sections appear in the following order:

-- An outline of the career planning and development topics covered by this summary of research.

-- An index that lists topics from the outline. Under each topic, the author(s) and date of each study relating to that topic are listed alphabetically by author. Most studies are listed under more than one topic.

-- A brief overall summary of the findings reported in the research abstracts.

-- A brief discussion of areas in the field that appear to need additional research.

Plans are to replace these four sections each time the publication is updated.

Suggestions regarding ways to improve the usefulness of this publication are welcomed, along with suggestions of studies that probably should be added when the publication is updated. Please send these suggestions to the CPC Foundation.

TOPICS COVERED BY THIS SUMMARY OF RESEARCH

The large number of career planning and development topics covered by this publication are represented by the many possible combinations of the variables listed below. The abstracted studies typically investigated the hypothesized impact of one or more of the "Influence Variables" on one or more of the "Career Variables."

Influence Variables

Ability & Aptitude (measured & self-perceived)
Anxiety (e.g., fear of failure)
Beliefs & Attitudes (e.g., sex-role stereotypes)
Beliefs & Attitudes of Others (expressed & perceived)
Cognitive Complexity (interpersonal & vocational)
Cognitive Reasoning Style & Skill
Counseling Intervention
Demographic (e.g., age, SES, & sex)
Experience (e.g., interpersonal & work)
Family (e.g., size & birth order)
Feedback from Vocational Instruments
Locus of Control
Need for Achievement
Needs (other than those listed separately)
Parental (e.g., dominance, career, & education)
Personality (other than those listed separately)
Reinforcement (e.g., parental support)
Risk-Taking Tendency
Role Conflict (e.g., career-family)
Role Model/Identification (parents & others)
Self-Concept/Self-Esteem
Sex-Role Identity
Valences, Instrumentalities, & Expectancies (e.g., work values)
Values & Goals (life, educational, & career)

Career Variables

Aspirations & Expectations
Decision (e.g., choice)
Decision Certainty & Commitment
Decision Change
Decision Process
Decision Satisfaction
Development & Maturity
Exploration
Interests & Preferences
Orientation (salience & commitment)

INDEX

The headings correspond to the Influence Variables listed on the previous page. The Career Variable(s) investigated by each study is presented in parentheses. A total of 180 studies are abstracted in this publication and listed in this index. Studies published up through November 1982 are included.

ABILITY & APTITUDE
- Almquist & Angrist, 1971 (Orientation & Aspirations)
- Betz & Hackett, 1981 (Interests)
- Bodden, 1970 (Decision)
- Cebula & Lopes, 1982 (Decision Process & Decision)
- Elton, 1967 (Aspirations)
- Elton & Rose, 1967 (Aspirations)
- Goldman & Hewitt, 1976 (Decision)
- Goldman, Kaplan, & Platt, 1973 (Decision)
- Greenhaus, 1971 (Decision Satisfaction)
- Holland & Nichols, 1964 (Decision Change)
- Kipnis, Lane, & Berger, 1969 (Decision & Decision Satisfaction)
- Korman, 1967 (Decision Process)
- Mahone, 1960 (Aspirations)
- Mansfield, 1973 (Decision)
- O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980 (Decision Process)
- Peng & Jaffe, 1979 (Decision)
- Sharf, 1970 (Preferences & Decision Process)
- Wertheim, Widom, & Wortzel, 1978 (Decision)
- Werts, 1967 (Decision & Decision Change)
- Werts, 1968 (Decision Change)
- Wish & Hasazi, 1973 (Decision Process)

ANXIETY
- Burnstein, 1963 (Aspirations)
- Daly & McCroskey, 1975 (Preferences & Decision)
- Daly & Shamo, 1976 (Preferences & Decision)
- Greenhaus & Sklarew, 1981 (Orientation & Decision Satisfaction)
- Hawkins, Bradley, & White, 1977 (Decision & Decision Certainty)
- Isaacson, 1964 (Decision)
- Kimes & Troth, 1974 (Decision Certainty & Decision Satisfaction)
- Mahone, 1960 (Aspirations)
- Mendonia & Siess, 1976 (Exploration & Decision Certainty)
- O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980 (Decision Process)
- Saltoun, 1980 (Maturity)
- Wish & Hasazi, 1973 (Decision Process)
- Yonge & Regan, 1975 (Decision)

BELIEFS & ATTITUDES

Bartol, 1979 (Decision Change)
Basow & Howe, 1979 (Decision Process & Decision)
Crawford, 1978 (Decision)
Esposito, 1977 (Aspirations)
Goldman, Kaplan, Platt, 1973 (Decision)
Gonyea, 1963 (Preferences)
Greeley, 1963 (Aspirations)
Greenhaus, 1971 (Decision Satisfaction)
Greenstein, Miller, & Waldon, 1979 (Preferences)
Harren & Biscardi, 1980 (Decision)
Harren, Kass, Tinsley, & Moreland, 1978 (Decision Satisfaction)
Harren, Kass, Tinsley, & Moreland, 1979 (Decision)
Hawley, 1972 (Decision)
Heilbrun, 1969 (Interests)
Irvin, 1968 (Decision)
Lyson & Brown, 1982 (Aspirations, Expectations, & Decision)
McFalls & Gallagher, 1979 (Preferences)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980 (Decision Process)
Ory & Helfrich, 1978 (Aspirations)
Parsons, Frieze, & Ruble, 1978 (Aspirations)
Sauter, Seidl, & Karbon, 1980 (Decision)
Turner & McCaffrey, 1974 (Orientation & Expectations)
Valentine, Ellinger, & Williams, 1975 (Decision)
Wertheim, Widom, & Wortzel, 1978 (Decision)
Yanico, 1981 (Orientation & Preferences)
Yonge & Regan, 1975 (Decision)
Ziegler, 1970 (Preferences)

BELIEFS & ATTITUDES OF OTHERS

Almquist & Angrist, 1971 (Orientation & Aspirations)
Brunkan, 1965 (Aspirations)
Greenstein, Miller, & Weldon, 1979 (Orientation & Aspirations)
Haber, 1980 (Orientation & Decision)
Hawley, 1972 (Decision)
Irvin, 1968 (Decision)
Karpicke, 1980 (Decision Process)
Maier & Herman, 1974 (Decision Certainty)
Medvene, 1969 (Decision)
Medvene & Shueman, 1978 (Decision)
Oliver, 1975 (Orientation)
Siegel & Curtis, 1963 (Orientation)
Tangri, 1972 (Decision)
Trigg & Perlman, 1976 (Aspirations & Decision)

COGNITIVE COMPLEXITY

Almquist & Angrist, 1970 (Orientation & Decision)
Bodden, 1970 (Decision)

Bodden & Klein, 1972 (Decision)
Crawford, 1978 (Decision)
Harren, Kass, Tinsley, & Moreland, 1978 (Decision Satisfaction)
Harren, Kass, Tinsley, & Moreland, 1979 (Decision)
Holland, 1968 (Aspirations & Decision Satisfaction)
Lawlis & Crawford, 1975 (Decision)
Reardon, Foley, & Walker, 1979 (Decision)
Winer, Cesari, & Haase, 1979 (Maturity)

COGNITIVE REASONING STYLE & SKILL
Armstrong, 1981 (Decision Change)
Baumgardner, 1976 (Decision)
Elkins, 1975 (Decision Process)
Harren, 1966 (Maturity & Decision Process)
Harren & Biscardi, 1980 (Decision)
Harren, Kass, Tinsley, & Moreland, 1978 (Decision Satisfaction)
Kipnis, Lane, & Berger, 1969 (Decision & Decision Satisfaction)
Krumboltz, Scherba, Hamel, & Mitchell, 1982 (Decision Process & Decision)
Moreland, Harren, Montague, & Tinsley, 1979 (Maturity)
Ormont, 1978 (Decision & Decision Certainty)
Osipow, 1969 (Decision)
Rubinton, 1980 (Maturity & Decision Certainty)
Ware, 1980 (Preferences & Decision Certainty)
Ware & Pogge, 1980 (Aspirations & Decision Certainty)

COUNSELING INTERVENTION
Babcock & Kaufman, 1976 (Development & Exploration)
Cochran, Hoffman, Strand, & Warren, 1977 (Development)
Elkins, 1975 (Decision Process)
Evans & Rector, 1978 (Development)
Ganster & Lovell, 1978 (Maturity)
Graff, Danish, & Austin, 1972 (Development)
Healy, 1972 (Exploration & Decision Certainty)
Kivlighan, Hageseth, Tipton, & McGovern, 1981 (Maturity & Exploration)
Krumboltz, Scherba, Hamel, & Mitchell, 1982 (Decision Process & Decision)
Mencke & Cochran, 1974 (Development & Exploration)
Mendonia & Siess, 1976 (Exploration & Decision Certainty)
Rubinton, 1980 (Maturity & Decision Certainty)
Sauter, Seidl, & Karbon, 1980 (Decision)
Smith & Evans, 1973 (Development)
Wachowiak, 1972 (Development, Decision Certainty, & Decision Satisfaction)

DEMOGRAPHIC
Astin & Nichols, 1964 (Decision)
Bartol & Manhardt, 1979 (Preferences)

Basow & Howe, 1979 (Decision Process & Decision)
Brenner & Tomkiewiez, 1979 (Decision Process)
Crawford, 1978 (Decision)
Glogowski & Lanning, 1976 (Decision)
Goldman & Hewitt, 1976 (Decision)
Goldman, Kaplan, & Platt, 1973 (Decision)
Harren, Kass, Tinsley, & Moreland, 1978 (Decision Satisfaction)
Harren, Kass, Tinsley, & Moreland, 1979 (Decision)
Keith & Glass, 1977 (Preferences)
Klemmack & Edwards, 1973 (Aspirations)
Krausz, 1982 (Decision Process)
Krumboltz, Scherba, Hamel, & Mitchell, 1982
(Decision Process & Decision)
Lunneborg, 1982 (Decision)
Miller, 1974 (Maturity)
Moreland, Harren, Montague, & Tinsley, 1979 (Maturity)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980
(Decision Process)
Ory & Helfrich, 1978 (Aspirations)
Rose & Elton, 1971 (Decision)
Siegel & Curtis, 1963 (Orientation)
Smith & Evans, 1973 (Development)
Stake, 1978 (Decision Process)
Stockton, Berry, Shepson, & Utz, 1980 (Decision)
Tangri, 1972 (Decision)
Turner & McCaffrey, 1974 (Orientation & Expectations)
Valentine, Ellinger, & Williams, 1975 (Decision)
Walsh & Barrow, 1971 (Preferences)
Wertheim, Widom, & Wortzel, 1978 (Decision)
Werts, 1966 (Decision)
Werts, 1967 (Decision Change)
Werts, 1968 (Decision Change)
Wheeler, 1981 (Decision)

EXPERIENCE

Almquist, 1974 (Aspirations & Decision Process)
Almquist & Angrist, 1970 (Orientation & Decision)
Almquist & Angrist, 1971 (Orientation & Aspirations)
Astin, 1965 (Decision)
Fretz, 1972 (Decision)
Greenhaus & Sklarew, 1981 (Orientation & Decision
Satisfaction)
Juni, 1981 (Preferences)
Lyson, 1980 (Decision)
Milley & Bee, 1982 (Decision)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980
(Decision Process)
Peng & Jaffe, 1979 (Decision)

Sauter, Seidl, & Karbon, 1980 (Decision)
Turner & McCaffrey, 1974 (Orientation & Expectations)

FAMILY

Ashby, Wall, & Osipow, 1966 (Decision Certainty)
Crawford, 1978 (Decision)
Klemmack & Edwards, 1973 (Aspirations)
Stone, 1963 (Decision)

FEEDBACK FROM VOCATIONAL INSTRUMENTS

Cooper, 1976 (Orientation, Interests, & Exploration)
Evans & Rector, 1978 (Development)
Ganster & Lovell, 1978 (Maturity)
Graff, Danish, & Austin, 1972 (Development)
Mencke & Cochran, 1974 (Development & Exploration)

LOCUS OF CONTROL

Gable, Thompson, & Glanstein, 1976 (Maturity)
Greenhaus & Sklarew, 1981 (Orientation & Decision Satisfaction)
Parsons, Frieze, & Ruble, 1978 (Aspirations)
Turner & McCaffrey, 1974 (Orientation & Expectations)
Wachowiak, 1972 (Development, Decision Certainty, & Decision Satisfaction)
Wertheim, Widom, & Wortzel, 1978 (Decision)

NEED FOR ACHIEVEMENT

Astin & Nichols, 1964 (Decision)
Barnett, 1971 (Maturity)
Bartol, 1979 (Decision Change)
Baruch, 1967 (Decision Change)
Bedeian, 1977 (Aspirations)
Burnstein, 1963 (Aspirations)
Esposito, 1977 (Aspirations)
Irvin, 1968 (Decision)
Isaacson, 1964 (Decision)
Karpicke, 1980 (Decision Process)
Mahone, 1960 (Aspirations)
Marshall & Wijting, 1980 (Orientation)
Oliver, 1974 (Orientation)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980 (Decision Process)
Ory & Helfrich, 1978 (Aspirations)
Tangri, 1972 (Decision)
Trigg & Perlman, 1976 (Aspirations & Decision)
Wertheim, Widom, & Wortzel, 1978 (Decision)
Wish & Hasazi, 1973 (Decision Process)

NEEDS

- Astin, 1958 (Decision)
- Barnett, 1971 (Maturity)
- Bartol, 1979 (Decision Change)
- Betz, 1982 (Orientation & Decision)
- Juni, 1981 (Preferences)
- Korman, 1966 (Decision Process)
- Oliver, 1974 (Orientation)
- Trigg & Perlman, 1976 (Aspirations & Decision)
- Wigent, 1974 (Decision Certainty)

PARENTAL

- Almquist, 1974 (Aspirations & Decision Process)
- Almquist & Angrist, 1971 (Orientation & Aspirations)
- Ashby, Wall, & Osipow, 1966 (Decision Certainty)
- Barnett, 1971 (Maturity)
- Haber, 1980 (Orientation & Decision)
- Klemmack & Edwards, 1973 (Aspirations)
- Lunneborg, 1982 (Decision)
- Medvene, 1969 (Decision)
- Medvene & Shueman, 1978 (Decision)
- Nelson, 1939 (Aspirations)
- Parsons, Frieze, & Ruble, 1978 (Aspirations)
- Peng & Jaffe, 1979 (Decision)
- Siegel & Curtis, 1963 (Orientation)
- Tangri, 1972 (Decision)
- Werts, 1967 (Decision)
- Werts, 1968 (Aspirations)

PERSONALITY

- Andrews, 1973 (Aspirations & Decision)
- Ashby, Wall, & Osipow, 1966 (Decision Certainty)
- Bare, 1970 (Preferences & Expectations)
- Bingham & Walsh, 1978 (Decision)
- Bledsoe, 1978 (Orientation)
- Bodden, 1970 (Decision)
- Bodden & Klein, 1972 (Decision)
- Elton, 1967 (Aspirations)
- Elton & Rose, 1967 (Aspirations)
- Elton & Rose, 1970 (Decision & Decision Change)
- Frantz & Walsh, 1972 (Decision & Decision Satisfaction)
- Goldschmid, 1967 (Decision)
- Gross & Gaier, 1974 (Decision)
- Guthrie & Herman, 1982 (Maturity)
- Holland, 1968 (Aspirations & Decision Satisfaction)
- Holland & Nichols, 1964 (Decision Change)
- Horton & Walsh, 1976 (Decision)
- Irvin, 1968 (Decision)

Kipnis, Lane, & Berger, 1969 (Decision & Decision Satisfaction)
Kivligham, Hageseth, Tipton, & McGovern, 1981 (Maturity & Exploration)
Lacey, 1971 (Decision)
Leonard, Walsh, & Osipow, 1973 (Decision)
Miller, 1982 (Exploration)
Morrow, 1981 (Decision Satisfaction)
Norman & Redlo, 1952 (Decision & Decision Satisfaction)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980 (Decision Process)
Osipow, Ashby, & Wall, 1966 (Decision & Decision Certainty)
Rose & Elton, 1971 (Decision)
Rose & Elton, 1982 (Decision)
Sherrick, Davenport, & Colina, 1971 (Decision & Decision Satisfaction)
Siegelman & Peck, 1960 (Decision)
Sternberg, 1955 (Decision)
Tangri, 1972 (Decision)
Teevan, 1954 (Decision)
Thumin, 1965 (Decision)
Villwock, Schnitzen, & Carbonari, 1976 (Decision Commitment)
Wall, Osipow, & Ashby, 1967 (Interests)
Walsh & Barrow, 1971 (Preferences)
Walsh & Lewis, 1972 (Preferences)
Wertheim, Widom, & Wortzel, 1978 (Decision)
Williams, 1972 (Decision)
Wolfe & Betz, 1975 (Decision)
Yonge & Regan, 1975 (Decision)

REINFORCEMENT
Haber, 1980 (Orientation & Decision)
Lunneborg, 1982 (Decision)
Tangri, 1972 (Decision)
Wachowiak, 1972 (Development, Decision Certainty, & Decision Satisfaction)
Ware, 1980 (Preferences & Decision Certainty)
Weishaar, Green, & Craighead, 1981 (Decision & Decision Certainty)

RISK-TAKING TENDENCY
Davidshofer, 1976 (Decision)
Slakter & Cramer, 1969 (Decision)
Ziller, 1957 (Decision)

ROLE CONFLICT
Karpicke, 1980 (Decision Process)

O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980
    (Decision Process)
Valentine, Ellinger, & Williams, 1975 (Decision)

ROLE MODEL/IDENTIFICATION
Almquist, 1974 (Aspirations & Decision Process)
Almquist & Angrist, 1971 (Orientation & Aspirations)
Basow & Howe, 1979 (Decision Process & Decision)
Brunkan, 1965 (Aspirations)
Crites, 1962 (Interests)
Haber, 1980 (Orientation & Decision)
Heilbrun, 1969 (Interests)
Lunneborg, 1982 (Decision)
Lyson, 1980 (Decision)
Oliver, 1975 (Orientation)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980
    (Decision Process)
Simpson & Simpson, 1961 (Orientation)
Tangri, 1972 (Decision)
Ware, 1980 (Preferences & Decision Certainty)
Weishaar, Green, & Craighead, 1981 (Decision &
    Decision Certainty)
White, 1959 (Interests)

SELF-CONCEPT/SELF-ESTEEM
Barrett & Tinsley, 1977 (Development)
Bedeian, 1977 (Aspirations)
Betz, 1982 (Orientation & Decision)
Betz & Hackett, 1981 (Interests)
Crawford, 1978 (Decision)
Greenhaus, 1971 (Decision Satisfaction)
Korman, 1966 (Decision Process)
Korman, 1967 (Decision Process)
Korman, 1969 (Decision Process)
Leonard, Walsh, & Osipow, 1973 (Decision)
Maier & Herman, 1974 (Decision Certainty)
Mansfield, 1973 (Decision)
Miller, 1982 (Exploration)
O'Neil, Ohlde, Tollefson, Piggott, Barke, & Watts, 1980
    (Decision Process)
Oppenheimer, 1966 (Preferences)
Resnick, Fauble, & Osipow, 1970 (Decision Certainty)
Tangri, 1972 (Decision)
Warren, 1961 (Decision Change)
Wheeler & Carnes, 1968 (Expectations)
White, 1959 (Interests & Decision)
Wigent, 1974 (Decision Certainty)
Wish & Hasazi, 1973 (Decision Process)
Ziegler, 1970 (Preferences)

SEX-ROLE IDENTITY
- Clarey & Sanford, 1982 (Preferences)
- Haber, 1980 (Orientation & Decision)
- Harren & Biscardi, 1980 (Decision)
- Harren, Kass, Tinsley, & Moreland, 1978 (Decision Satisfaction)
- Harren, Kass, Tinsley, & Moreland, 1979 (Decision)
- Marshall & Wijting, 1980 (Orientation)
- Moreland, Harren, Montague, & Tinsley, 1979 (Maturity)
- Rand, 1968 (Orientation)
- Stockton, Berry, Shepson, & Utz, 1980 (Decision)
- Wertheim, Widom, & Wortzel, 1978 (Decision)
- Wolfe & Betz, 1981 (Decision)
- Yanico, 1981 (Orientation & Preferences)
- Yanico, Hardin, & McLaughlin, 1978 (Decision, Decision Certainty, & Decision Satisfaction)
- Yonge & Regan, 1975 (Decision)

VALENCES, INSTRUMENTALITIES, & EXPECTANCIES
- Astin, 1958 (Decision)
- Bartol & Manhardt, 1979 (Preferences)
- Brenner & Tomkiewiez, 1979 (Decision Process)
- Catalanello, Wegener, & Zikmund, 1978 (Decision)
- Cebula & Lopes, 1982 (Decision Process & Decision)
- Feldman & Arnold, 1978 (Preferences)
- Fretz, 1972 (Decision)
- Glogowski & Lanning, 1976 (Decision)
- Gonyea, 1963 (Preferences)
- Greenhaus & Simon, 1977 (Decision Certainty)
- Holmstrom & Beach, 1973 (Preferences)
- Keith & Glass, 1977 (Preferences)
- Kinnane, 1963 (Preferences)
- Krausz, 1982 (Decision Process)
- Miller, 1974 (Maturity)
- Milley & Bee, 1982 (Decision)
- Snyder, Howard & Hammer, 1978 (Aspirations)
- Stake, 1978 (Decision Process)
- Wanous, 1972 (Preferences)
- Warren, 1961 (Decision Change)
- Wheeler, 1980 (Preferences)
- Wheeler, 1981 (Decision)
- Wheeler & Mahoney, 1981 (Preferences & Aspirations)
- Williams, 1972 (Decision)

VALUES & GOALS
- Almquist & Angrist, 1971 (Orientation & Aspirations)
- Astin & Nichols, 1964 (Decision)
- Holland, 1968 (Aspirations & Decision Satisfaction)
- Kinnane, 1963 (Preferences)

Ory & Helfrich, 1978 (Aspirations)
Parsons, Frieze, & Ruble, 1978 (Aspirations)
Peng & Jaffe, 1979 (Decision)
Sharf, 1970 (Preferences & Decision Process)
Simpson & Simpson, 1961 (Orientation)
Williams, 1972 (Decision)

OVERALL SUMMARY OF THE FINDINGS

The major findings of the abstracted studies listed under each index heading are summarized in this section.

ABILITY & APTITUDE

The influence of ability and aptitude on career variables is suggested by results of studies by Betz and Hackett (1981), Elton (1967), Elton and Rose (1967), Goldman and Hewitt (1976), and Peng and Jaffe (1979).

ANXIETY

Research by Burnstein (1963), Isaacson (1964), Mahone (1960), Saltoun (1980), and Wish and Hasazi (1973) reports findings to suggest that fear of failure has an affect on career variables. Findings of studies by Greenhaus and Sklarew (1981) and Kimes and Troth (1974) provide support for the idea that career variables are influenced by trait anxiety. Evidence to suggest that communication apprehension has an affect on career preferences and decisions is provided through research by Daly and McCroskey (1975) and Daly and Shamo (1976).

BELIEFS & ATTITUDES

The only major finding for the studies dealing with this topic is that many studies (e.g., Crawford, 1978; Yanico 1981) report results to support the notion that sex-role attitudes influence career variables.

BELIEFS & ATTITUDES OF OTHERS

Data obtained through research by Medvene (1969), Medvene and Shueman (1978), Oliver (1975), Siegel and Curtis (1963), and Trigg and Perlman (1976) suggest that career variables are affected by parental attitudes. Studies by Greenstein, Miller, and Weldon (1979), Hawley (1972), and Maier and Herman (1974) report findings to support the idea that beliefs and attitudes held by people other than parents also influence career variables.

COGNITIVE COMPLEXITY

The effect of interpersonal cognitive complexity on career variables is suggested by findings of studies by Harren, Kass, Tinsley, and

Moreland (1979), Lawlis and Crawford (1975), Reardon, Foley, and Walker (1979), and Winer, Cesari, and Haase (1979). The influence of vocational cognitive complexity on career variables is indicated by results of research by Bodden (1970) and Bodden and Klein (1972).

COGNITIVE REASONING STYLE & SKILL

Studies by Armstrong (1981), Baumgardner (1976), Kipnis, Lane, and Berger (1969), Ormont (1978), Osipow (1969), and Ware and Pogge (1980) report findings to suggest that cognitive reasoning style influences career decisions. Results of research by Ware (1980) and Ware and Pogge (1980) support the idea that cognitive reasoning skill has an affect on career decision certainty.

COUNSELING INTERVENTION

The studies dealing with this topic report results suggesting the positive influence of intervention. Career counseling intervention was found to increase vocational development in many of these studies (e.g., Evans & Rector, 1978; Smith & Evans, 1973). Research by Babcock and Kaufman (1976), Healy (1974), and Kivligham, Hageseth, Tipton, and McGovern (1981) found that career counseling intervention promoted career exploration. Results of research by Healy (1974), Mendonia and Siess (1976), and Wachowiak (1972) revealed that career counseling intervention increased career decision certainty.

DEMOGRAPHIC

Many studies report results to suggest the existence of a moderating effect of age (e.g., Glogowski & Lanning, 1976; Krausz, 1982) and a moderating effect of sex (e.g., Basow & Howe, 1979; Goldman, Kaplan, & Platt, 1973) on the relationship between influence and career variables. Findings from several studies (e.g., Bartol & Manhardt, 1979; Wheeler, 1981) indicate between-sex differences in job preferences and expectations.

EXPERIENCE

The only major finding for the studies dealing with this topic is that Almquist (1974), Almquist and Angrist (1970), and Lyson (1980) present data to support the notion that work experience influences career variables.

FAMILY

Results reported by Klemmack and Edwards (1973) suggest that family plans mediate the process of forming career aspirations among females.

FEEDBACK FROM VOCATIONAL INSTRUMENTS

Completion of the Vocational Card Sort was found by Cooper (1976) to increase both the amount of career exploration and the number of careers considered by individuals.

LOCUS OF CONTROL

Findings of studies by Gable, Thompson, and Glanstein (1976) and Turner and McCaffrey (1974) indicate the potential influence of locus of control on career variables.

NEED FOR ACHIEVEMENT

Evidence to suggest that need for achievement has an affect on career variables is provided through studies by Baruch (1967), Isaacson (1964), Marshall and Wijting (1980), Tangri (1972), Trigg and Perlman (1976), and Wish and Hasazi (1973).

NEEDS

Betz (1982) presents results to support the notion that needs for security and social relationships are higher for homemakers than for women employed outside the home. Trigg and Perlman (1976) found that low need affiliation among women seems to be associated with the selection of high status, nontraditional careers.

PARENTAL

Research by Almquist and Angrist (1971), Nelson (1939), Siegel and Curtis (1963), Tangri (1972), and Werts (1968) reports findings to suggest that career variables are influenced by parental careers. Results of studies by Medvene (1969) and Medvene and Shueman (1978) indicate the potential effect of parental dominance on career decisions.

PERSONALITY

Holland's theory of vocational choice has been the major reason why the association between personality and career variables has been the most widely researched and documented relationship in the field of career planning and development. Virtually every study listed under the personality heading in the index provides some support for the idea that career variables are affected by personality.

REINFORCEMENT

Findings of research by Haber (1980) and Lunneborg (1982) suggest that parental support influences career decisions. Tangri (1972) reports results suggesting that college faculty and friends are important sources of role support in making career decisions.

RISK-TAKING TENDENCY

Only the findings of the study by Ziller (1957) provide strong support for the notion that risk-taking tendency has an affect on career variables.

ROLE CONFLICT

The abstracted studies on this topic present no evidence for the existence of a relationship between career variables and role conflict.

ROLE MODEL/IDENTIFICATION

The influence of parental identification on career variables is suggested by findings of studies by Almquist and Angrist (1971), Crites (1962), Heilbrun (1969), Lunneborg (1982), Oliver (1975), Tangri (1972), and White (1959). The potential effect of identifying with people other than parents on career variables is indicated by results of research by Almquist and Angrist (1971), Basow and Howe (1979), and Lunneborg (1982).

SELF-CONCEPT/SELF-ESTEEM

Findings of studies by Bedeian (1977), Betz and Hackett (1981), Maier and Herman (1974), Miller (1982), and Resnick, Fauble, and Osipow (1970) support the idea that self-esteem influences career variables. Evidence for a moderating effect of self-esteem on the relationship between influence and career variables is provided through research by Greenhaus (1971) and Korman (1966, 1967, 1969).

SEX-ROLE IDENTITY

The notion that sex-role identity has an effect on career variables is suggested by the findings of Clarey and Sanford (1982), Haber (1980), Marshall and Wijting (1980), Rand (1968), Stockton, Berry, Shepson, and Utz (1980), Yanico (1981), and Yanico, Hardin, and McLaughlin (1978).

VALENCES, INSTRUMENTALITIES, & EXPECTANCIES

Many studies (e.g., Glogowski & Lanning, 1976; Fretz, 1972) report results to suggest that valences influence career variables. Findings of studies by Bartol and Manhardt (1979), Brenner and Tomkiewiez (1979), Keith and Glass (1977), and Stake (1978) indicate between-sex differences in valences. Support for the applicability of expectancy theory to the process of career planning is provided by results of research by Snyder, Howard, and Hammer (1978), Wanous (1972), and Wheeler and Mahoney (1981).

VALUES & GOALS

The only major finding for the studies dealing with this topic is that Williams (1972) presents data to suggest that career choice is linked to life values.

RECOMMENDATIONS FOR FUTURE RESEARCH

The need for additional research on the career planning and development of college students and graduates is suggested by the many areas in the field which show a dearth of research findings or contradictory findings. This lack of a clear understanding of the career planning and development process has many potentially negative implications. For example, some career counseling programs and practices may be designed to conform to unsupported assumptions about the way people plan and develop their careers.

Suggestions regarding areas in the field that need additional study are presented later in this section. Presented first are recommendations on how career planning and development research design and data analysis can be improved in the future.

RESEARCH DESIGN AND DATA ANALYSIS

Research on career planning and development is beset by many of the same methodological problems troubling other fields of research. The concern is that some of these problems pose serious threats to the validity of reported research conclusions.

Investigators in the field have been forced to approach the task of identifying factors that influence career variables using nonexperimental designs, since most career planning and development topics cannot be studied using experimental designs. A review of the nonexperimental studies abstracted in this publication suggests the need for several design and data analysis improvements in order to make future studies more appropriate to the task of inferring cause from passive observation.

In regard to needed research design improvements, future nonexperimental studies on career planning and development appear to need (1) the more frequent use of multiple operationalizations of important variables and (2) a larger number of appropriate control and moderating variables built into the designs. The major improvement regarding data analysis seems to be the need for more future research that uses statistical procedures that are more appropriate to the study of cause-and-effect relationships (e.g., path analysis). The reader is directed to a book by Cook and Campbell (1979, chap. 7) for an excellent discussion of statistical methods that can be used to infer cause from nonexperimental data. Other data analysis improvements suggested by the review of the abstracted studies include the greater need of future research on career planning and development to (1) satisfy the underlying statistical assumption of randomness, (2) provide adequate statistical power for hypothesis testing, and (3) address the issue of scientific significance whenever statistical significance is indicated.

It seems to be an unfortunate state of affairs that major methodological limitations and weaknesses that can be easily overlooked are often not disclosed in published research reports. More disclosure would seem appropriate in order to facilitate advancement of research in the field.

RESEARCH AREAS

A large percentage of the theoretically-based studies abstracted in this publication, even the more recent studies, is based on Holland's theory of vocational choice. Few of these abstracted studies evaluate the applicability of the many other promising theories that deal with career planning and development, such as social-learning theory (Krumboltz, 1979), cognitive-developmental theory (Knefelkamp & Slepitza, 1978), and expectancy theory (Mitchell, 1974). Reviewing the studies abstracted in this publication revealed the need for substantially more research that tests the validity of relevant theories in the field, particularly those promising theories which have not been adequately tested.

It seems quite likely, based on the relatively small number of studies found on the topic of counseling intervention, that there are many career counseling programs and practices used without adequate research evidence to substantiate their effectiveness. As a result, it appears that there is a great need for more studies that evaluate the effectiveness of various career counseling programs and practices, especially those based on career theories and/or well-documented research findings in the field.

Several variables seems to warrant additional study since they have not been studied very often in the past but appear to have promise in explaining the way people plan and develop their careers. These variables include communication apprehension, cognitive reasoning skill, work experience, locus of control, need for affiliation, and instrumentality and expectancy. Any study of these variables would be more valuable if examined in the context of a comprehensive career theory.

The studies reviewed in this publication suggest that participants in research on career planning and development are typically white college students. There appears to be a need for substantially more research on both nonwhites and college graduates.

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TITLE: Sex Stereotypes in Occupational Choice: The Case for College Women

AUTHOR(S): Almquist, E.M.

SOURCE: Journal of Vocational Behavior, 1974, 5, 13-21

PROBLEM

Investigated whether women's choices of men's occupations are negative reactions to being socially isolated and in conflict with one's family or positive choices related to internalized work values.

METHODS

The participants were 110 undergraduate female students who were all seniors. Questionnaires and interviews were used to collect data on the occupational choice process and occupational plans. Occupational plan data were used to classify the students as making either a traditional career choice or a pioneer career choice. A pioneer career choice was defined as any occupation in which the census data show fewer than one-third of its practitioners as women. Forty-four students were in the pioneer career group and 66 were in the traditional career group.

RESULTS

The data were examined using chi-square procedures. The findings indicated no support for the notion that females who select male-dominated occupations are more socially isolated and have less harmonious relationships with their parents than those females who select traditional occupations. The results revealed support for the notion that females' choice of a male-dominated occupation grows out of a variety of positive work experiences and role model influences.

TITLE: Career Salience and Atypicality of Occupational Choice
Among College Women

AUTHOR(S): Almquist, E.M. & Angrist, S.S.

SOURCE: Journal of Marriage and the Family, 1970, 32, 242-249

PROBLEM

Evaluated the relative effectiveness of a deviance hypothesis and an enrichment hypothesis in explaining career salience and atypicality of occupational choice among college women.

METHODS

The participants in the study were 110 female college students. Longitudinal data on the sample were collected using questionnaires and interviews. A questionnaire was administered each fall semester throughout the four years of college. Each student was interviewed twice during the four years. Measures of seven deviance variables (e.g., dating) and five enrichment variables (e.g., number of jobs held by the student during the college) were obtained. Responses to three questions were used to classify the students as either career salient or non-career salient. Expressed career choices were classified as typical or atypical based on the relative proportions of men and women in these career areas.

RESULTS

Differences between the two career salience groups and between the two occupational choice groups in regard to the deviance and enrichment variables were evaluated using chi-square tests. The results of these tests led the authors to conclude that the enrichment variables show a more consistent and stronger association than do the deviance variables with career salience and atypicality of occupational choice. The enrichment variables found to be related to both career salience and atypicality of occupational choice included mother's employment during the student's college years, the number of part-time and summer jobs held by the student during college, and the number of different jobs held.

TITLE: Role Model Influences on College Women's Career
Aspirations

AUTHOR(S): Almquist, E.M. & Angrist, S.S.

SOURCE: Merrill-Palmer Quarterly, 1971, 17, 263-279

PROBLEM

Part of the study investigated the relationship between career orientation and role models.

METHODS

The participants were 110 female undergraduate students. Responses to three questions were used to identify 50 students as career oriented (salient) and 60 students as noncareer oriented. Questionnaires and interviews were used to collect information regarding the students' adult role conceptions, occupational plans, work experience, classwork, grades, school activities, dating, social life, and marriage plans. The interviews were also used to probe deeply into the occupational choice processes.

RESULTS

Chi-square tests were used to compare the career-oriented and the noncareer-oriented students on various measures of role model. It was found that career-oriented students more frequently had working mothers while noncareer-oriented students had mothers who tended to be more active in leisure pursuits. It was also found that career-oriented students reported that college professors and occupational role models influenced their occupational choices most strongly while noncareer-oriented students reported that peers, family members, or no one had influenced their occupational choices. In this study career orientation was not found to be associated with either the educational level of the parents or the occupational level of the father.

TITLE: Personality Patterns and Vocational Choice: A Test of Holland's Theory With Adult Part-time Community College Students

AUTHOR(S): Andrews, H.A.

SOURCE: Journal of Counseling Psychology, 1973, 20, 482-483

PROBLEM

Sought to determine if adults express future vocational plans which are more in line with their personalities than are their current vocational activities.

METHODS

The participants were 89 adult male evening college students who held full-time jobs. All the students had expressed as the reason for attending college either "self-improvement" or "earning better jobs." The Vocational Preference Inventory and a questionnaire were administered to the students. The Inventory was used to assign each participant a personality high point code or a personality pattern code. The questionnaire was used to obtain information about present occupational activities and future occupational plans. A job high point code or a job environmental pattern code was used to classify each participant's present occupation and future occupational plan. Holland's environmental scheme was used to accomplish this classification.

RESULTS

Personality codes were compared to the two occupational codes using the Wilcoxon matched-pairs signed-ranks test. The relationship between personality and future occupational plans was found to be stronger than the relationship between personality and present occupation. The findings suggest a movement on the part of adults toward work more compatible with their personality than their present work. Overall, the results lend support to Holland's notion that people search out environments that are compatible with their personalities.

TITLE: Decision Behavior and Outcome of Mid-life Career Changers

AUTHOR(S): Armstrong, J.C.

SOURCE: The Vocational Guidance Quarterly, 1981, 29, 205-211

PROBLEM

Part of the study investigated decision-making approaches used by mid-life adults in making career changes.

METHODS

The participants were 48 adults (ages 35 to 55) who were attending a community college and 46 adults who had completed a substantial amount of coursework at the college for the purpose of making a career change. A mail questionnaire was developed and used to assess decision-making approach and extent of career change. Items were written to determine whether the participant's approach to career decision making was more incremental or rational. The incremental approach was described as a decision based on restricted alternatives and limited information. The rational approach was described as a decision based on a wider range of alternatives and a broader information base. Data from the questionnaire were used to classify the respondents as having used either the incremental or the rational decision-making approach. The respondents were broken down further into those who had marginal career-change goals and those who had major career-change goals.

RESULTS

A chi-square analysis was conducted to examine whether approach to decision making is associated with extent of career-change goal. The analysis revealed that these two variables are related. Specifically, the incremental approach to career decision making was found to be associated with marginal career changes whereas the rational approach was found to be associated with major career changes.

TITLE: Vocational Certainty and Indecision in College Freshmen

AUTHOR(S): Ashby, J.D., Wall, H.W., & Osipow, S.H.

SOURCE: Personnel and Guidance Journal, 1966, 44, 1037-1041

PROBLEM

Sought to identify personality and demographic factors that differentiate vocationally-decided from vocationally-undecided students.

METHODS

The participants were 228 entering freshmen classified on the basis of degree of certainty of educational and vocational goals into one of three groups: decided, tentative, and undecided. The decided group was comprised of 27 females and 81 males; the tentative group included 12 females and 79 males; the undecided group had 3 females and 26 males. Personality and demographic information on each student was obtained from a larger set of data collected on all entering students at the university. This information included scores on the Strong Vocational Interest Blank and the Bernreuter Personality Inventory and data regarding the students' academic aspirations, birth order, and parents' education. Self-reported ratings and rankings by the students were used to assess how well each of Holland's six personality types described them.

RESULTS

Analysis of variance, discriminant analysis, and t-test procedures were used to examine the data. The major finding was that the undecided group was more dependent than the other two groups. This finding was described as consistent with Holland's research that suggested that indecisive students have oral dependent personalities.

TITLE: Dimensions of Work Satisfaction in the Occupational Choices of College Freshmen

AUTHOR(S): Astin, A.W.

SOURCE: Journal of Applied Psychology, 1958, 42, 187-190

PROBLEM

Part of the study examined the relationship between choice of a vocation and aspects of work satisfaction.

METHODS

The participants were 196 male freshmen who were classified into one of nine occupational groups based on their stated vocational choices. These nine groups were accounting, engineering, farming, managerial, medicine-dentistry, persuasive, sales, teaching, and undecided. The students completed a questionnaire which required them to rate 21 aspects of work satisfaction on a seven-point desirability scale. Cluster analysis of the 21 aspects revealed three interpretable factors of work satisfaction which were labeled as managerial-aggressive, status-need, and organization-need.

RESULTS

Analysis of variance and t-test procedures were used to evaluate the data. Some support for the existence of a relationship between vocational choice and work satisfaction variables was provided by the results. It was found that managerial-aggressive scores differed among many of the nine groups of students. It was also found that organization-need scores differed between students choosing science and non-science careers.

TITLE: Effect of Different College Environments on the Vocational Choices of High Aptitude Students

AUTHOR(S): Astin, A.W.

SOURCE: Journal of Counseling Psychology, 1965, 12, 28-34

PROBLEM

Evaluated the notion that during college the student's vocational choice comes to conform more and more to the modal choice in his college environment.

METHODS

The participants were 3,538 exceptionally able male undergraduate students enrolled at 73 colleges and universities. At the time these students entered school, they completed a questionnaire assessing educational/vocational plans. A second questionnaire was administered about the time the students graduated to obtain data regarding final career choice. Career choices were classified into one of four Holland types: realistic, social, intellectual, or enterprising. Eleven measures of trait characteristics were obtained for each of the 73 schools included in the study. These measures were size of the student body, ability level of the student body, affluence, masculinity, homogeneity, and six personal orientation measures based on the percentages of students majoring in each of six general fields of study.

RESULTS

Multiple regression procedures were used to evaluate the data. The results provided some support for the notion that the student's career choice tends to be affected so as to conform more closely to the modal college environment. However, the findings suggest that the student's career choice at graduation from college is affected far more by characteristics he possessed when entering school than by characteristics of his college environment.

TITLE: Life Goals and Vocational Choice

AUTHOR(S): Astin, A.W. & Nichols, R.L.

SOURCE: Journal of Applied Psychology, 1964, 48, 50-58

PROBLEM

Investigated the relationship between life goals and career choices.

METHODS

The participants were 1,665 female and 3,830 male undergraduate students who were described as a national sample of students with very high academic aptitude. The students were divided into 24 different groups based on their expressed career choices. A 55-item questionnaire was mailed to each participant. Responses to the questionnaire were used to derive four life-goal factor scores for each student. These four life-goal variables were science-technology, altruism, prestige, and personal comfort. The science-technology variable was described as a combination of motivation to achieve in a specific field and perceived ability in that field. Altruism was defined as the importance of helping others and achieving personal maturity. Prestige was characterized as striving for social recognition and social power. Personal comfort was described as one's concern for being happy, well liked, and financially secure.

RESULTS

Chi-square tests were used to examine the data. As expected, the findings from the tests revealed great differences in the life goals of students pursuing different careers. Some interesting differences between the sexes were found. Males tended to be more concerned with achievement in science and technology and with gaining prestige. Females tended to be more concerned with altruism and personal comfort. The authors concluded that it seems likely that life goals are important determiners of career choice.

TITLE: Effectiveness of a Career Course

AUTHOR(S): Babcock, R.J. & Kaufman, M.A.

SOURCE: The Vocational Guidance Quarterly, 1976, 24, 261-266

PROBLEM

Evaluated the relative effectiveness of a special career course and individual counseling on career-planning behavior.

METHODS

The participants were 77 female undergraduate students. Eighteen students were enrolled in a special course entitled Career Environment and Individual Development. The course met two hours a week for seven weeks. The focus of the course was on values clarification. Other topics such as decision making, theories of occupational choice, job satisfaction, sources of occupational information, workpower projections, and career planning were also covered in the course. Twenty-three students received individual counseling. These students participated in one to three one-hour counseling sessions. The content of the individual sessions was determined by student requests and the counselor's perception of student needs. Thirty-six students who received no instruction served as a control group. Two instruments were used to assess the relative effectiveness of the course and the individual counseling. These instruments were a revised version of the Career Development Inventory and the Counseling Assessment Form.

RESULTS

Analyses of variance revealed that the course was more effective than individual counseling and no counseling in facilitating the vocational development of the female participants. Specifically, students in the class were found to have engaged in a greater number of career-planning activities and to have gained greater self-knowledge and the relation of that knowledge to careers than did students in the other two groups.

TITLE: Personality and Self-Concept Correlates of Occupational Aspirations

AUTHOR(S): Bare, C.E.

SOURCE: The Vocational Guidance Quarterly, 1970, 18, 297-305

PROBLEM

Part of the study examined the relationship between inaccurate self-awareness of personality and the realism of occupational goals. Also investigated the relation of personality factors to occupational preferences and estimates of ability to succeed in occupations.

METHODS

The participants were 7 female and 34 male undergraduate students. All the students completed two personality tests, the Gordon Personal Profile and the Gordon Personal Inventory. The students were then given the meaning of the eight personality factors the test purported to measure. These factors are cautiousness, original thinking, personal relations, vigor, ascendancy, responsibility, emotional stability, and sociability. The participants were asked to estimate their score on each factor. The students also completed a questionnaire which asked them to rate 14 occupational areas in regard to the extent they liked each area and their estimated ability to succeed in each area. The realism of occupational goals was defined as the difference between these two ratings.

RESULTS

Correlational procedures were used to determine whether or not the hypothesized relationships existed. The analyses revealed that students who either overestimated or underestimated their personality traits tended to express doubts about the realism of their occupational goals. The analyses also indicated that to some extent personality is related to both occupational preferences and estimates of ability to succeed in occupations.

TITLE: Personality Correlates of Vocational Planning

AUTHOR(S): Barnett, R.

SOURCE: Genetic Psychology Monographs, 1971, 83, 309-356

PROBLEM

Examined whether vocational planning patterns are associated with a variety of psychological and sociological variables.

METHODS

The participants were 108 female college seniors who were not married. Mail questionnaires and interviews were used to collect data. Students' responses to questions relating to the degree of personal investment in their vocational plans (commitment) and to questions relating to the extent of action taken toward the plans (implementation) were used to classify them into one of three vocational planning patterns: high commitment-high implementation (n=27); low commitment-high implementation (n=28); and low commitment-low implementation (n=53). Measures of numerous psychological and sociological variables (e.g., n achievement, n affiliation, father's occupation, and parents' educational background) thought to differentiate among the vocational planning patterns were collected in this study.

RESULTS

The results of the data analysis supported the author's conviction that people behave consistently and that vocational planning behavior is determined by a network of psychological and sociological variables. Psychological and sociological characteristics found to be associated with each of the three vocational planning patterns are described in the article.

TITLE: Vocational Self-Concept Crystallization and Vocational
Indecision

AUTHOR(S): Barrett, T.C. & Tinsley, H.

SOURCE: Journal of Counseling Psychology, 1977, 24, 301-307

PROBLEM

Investigated the relative validity of Super's and Korman's theories regarding the relationship between self-esteem and vocational decisional status. The two theories differ in their predictions regarding the vocational self-concept crystallization of persons with high and low self-esteem.

METHODS

The participants were 52 female and 50 male undergraduate students. The Vocational Rating Scale was developed by the authors to measure vocational self-concept crystallization. This instrument was administered along with the Tennessee Self-Concept Scale which was used to assess self-esteem. The female and male groups were divided into high and low self-esteem groups based on a median split of the self-esteem scores obtained for each gender group. According to Super's theory, it was expected that individuals high in self-esteem would have more highly crystallized vocational self-concepts than low self-esteem individuals. On the other hand, according to Korman's theory, high and low self-esteem individuals would have equally crystallized vocational self-concepts.

RESULTS

Analysis of variance procedures were used to examine the data. The analyses revealed that high and low self-esteem groups of both sexes were significantly different in regards to self-concept crystallization. The results are in support of Super's theory and in conflict with Korman's theory. The authors also concluded that the findings suggest that male and female college students are quite similar in their vocational decision-making behavior.

TITLE: Individual Versus Organizational Predictors of Job Satisfaction and Turnover Among Professionals

AUTHOR(S): Bartol, K.M.

SOURCE: Journal of Vocational Behavior, 1979, 15, 55-67

PROBLEM

Part of the study examined the relative importance of individual (personality and professional attitudes) versus organizational (professional reward system and tenure) variables in predicting job turnover.

METHODS

The participants were 129 computer specialists working for a variety of organizations. The participants were sent a questionnaire by mail. This instrument served as a source for information on need for autonomy, need for achievement, extent of perceived professional reward criteria, satisfaction with various aspects of the job situation, and professional attitudes. Five professional attitude scores were collected: autonomy, collegial maintenance of standards, ethics, professional commitment, and professional identification. One year after completing the questionnaire, a second questionnaire was sent to obtain data about turnover. This second questionnaire asked the respondents whether they still worked for the same organization or whether they now worked for a different organization.

RESULTS

Correlational and regression procedures were used to evaluate the data. The results from the analyses revealed the importance of organizational factors over individual factors in predicting job turnover. It was found that neither the personality nor the professionalism variables were related to turnover. However, the professional reward system and tenure variables were found to be related to turnover. The author concluded that the findings supported the idea that organizational factors are important contributing elements to turnover.

TITLE: Sex Differences in Job Outcome Preferences: Trends Among Newly Hired College Graduates

AUTHOR(S): Bartol, K.M. & Manhardt, P.J.

SOURCE: Journal of Applied Psychology, 1979, 64, 477-482

PROBLEM

Part of the study examined differences in job outcome preferences between females and males.

METHODS

The participants were 648 college graduates who were newly hired in entry-level business jobs. A mail questionnaire was used to collect data. The instrument contained 25 job outcomes that the participants were asked to rate on a five-point scale ranging from very important to not important. Factor analysis of the ratings yielded three job outcome dimensions: long-term career objectives, working environment and interpersonal relationships, and intrinsic job aspects. Data regarding area of professional training, age, education, organizational level, and occupational category were also collected using the questionnaire.

RESULTS

Multiple regression analysis procedures were used to evaluate the data. The results revealed the existence of differences in job outcome preferences between females and males. Females were found to place less emphasis on career objectives and more emphasis on work environment and interpersonal job aspects than did males. Controlling for professional training area did not eliminate these sex differences. Analysis of trends over the nine-year period of the study indicated a convergence of female job outcome preferences toward those of the males.

TITLE: The Achievement Motive in Women: Implications
for Career Development

AUTHOR(S): Baruch, R.

SOURCE: Journal of Personality and Social Psychology, 1967
5, 260-267

PROBLEM

Part of the study tested the hypothesis that for those women whose families are established, high n achievement is associated with return to paid employment.

METHODS

The hypothesis was tested on two samples of women. One sample included 137 graduates of a prestigious eastern college. The other sample included 763 women who had participated in a larger nationwide study. A measure of the achievement motive was obtained from TAT stories written by the participants. The data were collected through the mail.

RESULTS

Chi-square procedures were used to evaluate the data collected on the college graduate sample. The results of the analyses supported the hypothesis. Those women identified as having high n achievement were found to return to paid employment after their family had been established more frequently than those women identified as having medium or low n achievement. Contrary to these results, multiple contingency analyses conducted on the data for the nationwide sample revealed no support for the hypothesis.

TITLE: Model Influence on Career Choices of College Students

AUTHOR(S): Basow, S.A. & Howe, K.G.

SOURCE: The Vocational Guidance Quarterly, 1979, 27, 239-243

PROBLEM

Sought to determine whether females and males differ regarding the influence of role models on their career choice while in college. The mediating effect of sex-role attitudes was also investigated.

METHODS

The participants were 30 female and 30 male undergraduate students. All the participants were seniors. The Attitudes Toward Women Scale was administered to measure sex-role attitudes. Based on the scores from this instrument, the students were divided into three equal-size groups: traditional, liberal, and moderate. The Influence of Role Model Scale was administered to assess the degree to which a variety of people influenced the student's career choice while in college. The people rated by each participant included mother, father, male teacher, female teacher, male friend, female friend, male adult, and female adult.

RESULTS

Analysis of variance procedures were used to examine the data. It was found that the female and male college seniors in the study did not differ regarding the amount of influence in making a career choice. However, females and males were found to differ in regard to which people had the most influence on career choices. Females were found to be influenced more than males by female models, particularly mothers, female teachers, and female friends. For both sexes, parents were found to be the most influential people and nonparent, nonteacher adults the least influential. Sex-role attitudes were not found to be related to the observed relations between role models and career choices.

TITLE: The Impact of College Experiences on Conventional Career Logic

AUTHOR(S): Baumgardner, S.R.

SOURCE: Journal of Counseling Psychology, 1976, 23, 40-45

PROBLEM

Part of the study examined the relationship between analytic-intuitive thinking orientation and choice of a major field of study.

METHODS

The participants were 586 undergraduate students. The students were divided into groups based on sex, fields of study, year in school, and whether or not they had changed majors. Classifications by fields of study were soft majors (e.g., humanities and social science), hard majors (e.g., natural sciences and engineering), and business-professional majors (e.g., accounting and pre-law). A 27-item questionnaire was developed and used to determine the degree to which each item statement characterized the students' thinking toward the choice of their present major. Responses were indicated on a five-point scale. Fifteen item statements were classified as analytic in thinking orientation. Analytic items stressed logical-rational thought based on objective premises as the reason for choosing a major. The other 12 item statements were classified as intuitive in thinking orientation. Intuitive items stressed global and personal-subjective feelings as the basis for choosing a major.

RESULTS

Analysis of variance procedures were used to evaluate the data. The results from the analyses suggest that analytic-intuitive thinking orientation and choice of college major are related. Students were found to have different thinking orientations depending on their field of study. The author concluded that situational pressures and uncertainties often preclude purely analytical thinking in major choice and fully rational career planning may be neither possible nor necessarily desirable. The author stated that the process of choosing a major seems inherently unsystematic.

TITLE: The Roles of Self-Esteem and Achievement in Aspiring to Prestigious Vocations

AUTHOR(S): Bedeian, A.G.

SOURCE: Journal of Vocational Behavior, 1977, 11, 109-119

PROBLEM

Investigated the relation of self-esteem and n achievement to vocational aspiration.

METHODS

The participants were 144 undergraduate male students who were either sophomores, juniors, or seniors. Three instruments were administered to the students in groups ranging in size from 25 to 30. The Coopersmith Self-Esteem Inventory was used to measure self-esteem. The Need Achievement Scale of the Adjective Checklist was used to assess n achievement. The Attitudes Toward Occupations Questionnaire was updated and used to measure vocational aspiration. National Opinion Research Center prestige ratings were applied to the selected vocations.

RESULTS

Correlational procedures were used to test four hypotheses identified for the study. The major finding from the analyses was the existence of a relationship between self-esteem and vocational aspiration. High self-esteem was found to be associated with aspiration to vocations with high prestige. This result was described as consistent with and extending Super's self-implementation theory. The results also suggested the absence of a relationship between n achievement and vocational aspiration.

TITLE: Need Fulfillment in the Career Development of Women

AUTHOR(S): Betz, E.L.

SOURCE: Journal of Vocational Behavior, 1982, 20, 53-66

PROBLEM

Evaluated whether or not Maslow's needs theory can explain differences in women's career decisions.

METHODS

The participants were 481 college graduate women. Ten years after graduation, two questionnaires were sent to the women. One questionnaire assessed demographic variables related to job history, family, and homemaker status. Based on the information received, the women were classified as either professional-managerial, clerical-sales, or homemaker. The other questionnaire was an adaption of Porter's Need Satisfaction Questionnaire. This instrument yielded five need scores: needs for security and safety, social relationships, autonomy, self-esteem, and self-actualization.

RESULTS

Stepwise discriminant analysis and analysis of variance procedures were used to evaluate the data. It was expected that the needs for security and safety and social relationships would be higher for homemakers than for either group of women employed outside the home. It was also expected that needs for self-esteem and self-actualization would be higher for employed women than homemakers. The findings from the analyses provided some support for both hypotheses. The major finding that was not consistent with either hypothesis was that the homemakers and employed women did not differ on need for self-actualization.

TITLE: The Relationship of Career-Related Self-Efficacy Expectations to Perceived Career Options in College Women and Men

AUTHOR(S): Betz, N.E. & Hackett, G.

SOURCE: Journal of Counseling Psychology, 1981, 28, 399-410

PROBLEM

Investigated the applicability of Bandura's self-efficacy theory to the process of career decision making. More specifically, the study examined the relationship between self-efficacy expectations, i.e., beliefs concerning the ability to successfully perform a task, and perceived career options.

METHODS

The participants were 134 female and 101 male undergraduate students. The participants completed a special questionnaire which assessed perceptions of their capabilities to successfully complete the educational requirements and job tasks for 10 traditionally female and 10 traditionally male occupations. Additionally, the questionnaire measured the degree of interest in, and extent of consideration of, each of the 10 occupations. It was hypothesized that self-efficacy expectations may be a major factor in explaining why women often fail to consider occupations traditionally viewed as more appropriate for males.

RESULTS

Chi-squares analyses of the data revealed the expected sex differences in self-efficacy among the 20 occupations rated. The expressed beliefs corresponded with existing patterns of occupational sex typing. Regression analyses revealed that self-efficacy expectations were related to both the type and number of occupations considered and to expressed interest in traditional and nontraditional occupations. The results suggest that the traditionality of the occupation is a more important factor in the self-efficacy expectations of females than males. The findings provide some support for Bandura's self-efficacy theory.

TITLE: Concurrent Validity of Holland's Theory for College-Degreed Black Women

AUTHOR(S): Bingham, R.P. & Walsh, W.B.

SOURCE: Journal of Vocational Behavior, 1978, 13, 242-250

PROBLEM

Part of the study investigated the applicability of Holland's notion that individuals tend to enter occupational environments consistent with their personality types to a group of employed college-degreed black women.

METHODS

The participants were 93 black women employed in one of six occupational groups corresponding to Holland's environmental classifications: 11 engineers (realistic), 15 physicians (investigative), 18 lawyers (enterprising), 18 social workers (social), 15 English teachers (artistic), and 16 business teachers (conventional). All the women had a minimum of a BA degree except one. The participants completed the Vocational Preference Inventory and the Self-Directed Search. Only the six scale scores from the Vocational Preference Inventory related to the six environmental classifications were used in the study.

RESULTS

Analysis of variance procedures were used to examine the data. The findings from the analyses lent some support for the applicability of Holland's notion to college-degreed black working women. Four Vocational Preference Inventory scale scores and five Self-Directed Search scale scores were found to identify occupational groups consistent with Holland's notion.

TITLE: Vocational Orientation of College Women as Related to Selected Personality Characteristics

AUTHOR(S): Bledsoe, J.C.

SOURCE: Psychological Reports, 1978, 42, 835-841

PROBLEM

Examined whether career and homemaker orientations of females are related to personality traits.

METHODS

The participants were 205 female undergraduate students. A special questionnaire was developed and administered to assess the career and homemaker orientation of the participants. The instrument included 52 items dealing with one of five issues: family and child development, clothing and textiles, foods and nutrition, housing and management, and occupations. Personality characteristics were measured by administering the 16 Personality Factor Questionnaire.

RESULTS

Stepwise regression procedures were repeated for the career orientation score and the homemaker orientation score derived from the responses to the special questionnaire. Two personality characteristics were found to be related to career orientation in females and six personality traits were found to be related to homemaker orientation. The author described females favoring career roles as radical and imaginative and females favoring homemaker roles as conservative, excitable, submissive, practical, conscientious, and uncontrolled.

TITLE: Cognitive Complexity as a Factor in Appropriate Vocational Choice

AUTHOR(S): Bodden, J.L.

SOURCE: Journal of Counseling Psychology, 1970, 17, 364-368

PROBLEM

Investigated the relationship between cognitive complexity and choosing an occupation compatible with intellectual ability and personality style.

METHODS

The participants were 113 female and 87 male undergraduate students. Two instruments were used to measure cognitive complexity. A version of Kelly's Role Construct Repertory Test was administered to assess cognitive complexity in the interpersonal realm. A special instrument was developed and administered to measure cognitive complexity in the vocational realm. The appropriateness of each student's vocational choice was quantified two ways. One measure indicated the agreement between intellectual ability and the level of occupational choice. Intellectual ability was defined as composite scores from the American College Test and level of occupational choice was determined using Roe's occupational level classification. The other measure of appropriate vocational choice indicated the agreement between personality style and the work environment classification of the occupational choice. Personality style was defined as the high point code from the Vocational Preference Inventory and work environment classification was determined using Holland's system of classification.

RESULTS

Correlational procedures were used to evaluate the data. The findings revealed little evidence for the hypothesized relationships between cognitive complexity (interpersonal or vocational) and occupational choice consistent with intellectual ability and personality style. The only relationship found was between vocational cognitive complexity and occupational choice compatible with personality style.

TITLE: Cognitive Complexity and Appropriate Vocational Choice:
Another Look

AUTHOR(S): Bodden, J.L. & Klein, A.J.

SOURCE: Journal of Counseling Psychology, 1972, 19, 257-258

PROBLEM

Investigated whether or not cognitive complexity is related to the making of an appropriate vocational choice.

METHODS

The participants were 68 undergraduate male students enrolled in one of six distinctly different major fields. A modified version of the Role Construct Repertory Grid was administered to measure vocational cognitive complexity. Holland's Vocational Preference Inventory was administered to determine each student's dominant personality type. The participants were also asked to identify their vocational choice. Each student's choice was identified as "appropriate" or "inappropriate" depending upon whether or not the choice was congruent with the student's dominant personality.

RESULTS

Whether the choice was appropriate or inappropriate was related to vocational cognitive complexity using a point-biserial correlation. The statistic indicated that cognitive complexity and making an appropriate vocational choice were related. This result suggests that cognitively complex students are probably able to make finer discriminations among occupations than cognitively simple students, and, as a result, they are better able to identify and select work suited to their personality. The authors also examined the data to determine if vocational cognitive complexity is related to personality type. Analysis of variance was used to test for this relationship. Cognitive complexity and personality were found to be unrelated. This finding suggests that vocational cognitive complexity operates independently of personality in influencing vocational choice.

TITLE: Job Orientation of Males and Females: Are Sex Differences Declining?

AUTHOR(S): Brenner, O.C. & Tomkiewiez, J.

SOURCE: Personnel Psychology, 1979, 32, 741-750

PROBLEM

Sought to determine whether or not sex differences in job orientation found in an earlier study by Manhardt (1972) still exist.

METHODS

The participants were 122 female and 127 male senior students. The sample was described as similar to the participants in Manhardt's study. The questionnaire that was developed and used by Manhardt was used in this study. It asked the students to rate 25 job characteristics (e.g., provides a feeling of accomplishment) on a five-point scale of importance (i.e., from very important to not important).

RESULTS

The difference between the average ratings for females and males for each job characteristic was tested using a t-test. The results of the tests led the authors to conclude that differences in the importance females and males place on various job characteristics still exist, although to a lesser degree than what was reported in the Manhardt study. Manhardt found sex differences on 11 of the 25 job characteristics and this study found differences for 8 of the 25 characteristics. Sex differences in the present study were found to exist for knowledge and skill development, opportunity for high income, responsibility for taking risks, working with congenial associates, comfortable working conditions, supervising others, intellectual stimulation, and opportunity to work for admired and respected superiors.

TITLE: Perceived Parental Attitudes and Parental Identification
in Relation to Field of Vocational Choice

AUTHOR(S): Brunkan, R.J.

SOURCE: Journal of Counseling Psychology, 1965, 12, 39-47

PROBLEM

Evaluated whether or not parental attitude and parental identification are related to vocational choice.

METHODS

The participants were 298 undergraduate male students who had lived with their father or stepfather until the age of 14. Parental identification was measured as the difference between the student's rating of self and his rating of father, mother, ideal father, and ideal mother on the Semantic Differential. Perceived parental attitudes were measured by administering the Family Relations Inventory. The Inventory yielded six scores for each student: father concentration, father acceptance, father avoidance, mother concentration, mother acceptance, and mother avoidance. Vocational choice data was obtained using Trow's Vocational Choice Inventory. The Inventory gave data regarding the student's probable, possible, and fantasy choices.

RESULTS

Analysis of variance procedures were used to evaluate the data. The analyses provided results that suggest that students who differ in their vocational choices do not differ in the degree of identification with real or ideal father or mother. It was also found that parental attitudes of concentration, acceptance, and avoidance are not related to vocational choices. The latter was at variance with what would be predicted by Roe's theory of early determinants of vocational choice.

TITLE: Fear of Failure, Achievement Motivation, and Aspiring to Prestigeful Occupations

AUTHOR(S): Burnstein, E.

SOURCE: Journal of Abnormal and Social Psychology, 1963, 67, 189-193

PROBLEM

Sought to determine if fear of failure and achievement motivation are related to aspirations to prestigeful occupations.

METHODS

The participants were 60 male freshman and sophomore students. The Mandler-Sarason Test Anxiety Scale was used to measure fear of failure. Achievement motivation was assessed by a group administration technique. The scores were used to classify the sample into one of four groups of 15 students: high fear of failure/high achievement motivation; high fear of failure/low achievement motivation; low fear of failure/high achievement motivation; and low fear of failure/low achievement motivation. The students were asked to identify which one of 40 listed occupations was nearest to the one they intended to strive for; what satisfaction could be expected from each of the 40 occupations; which of the 40 were realistically attainable; and which would they settle for if the stress of achievement could be avoided.

RESULTS

Analysis of variance and chi-square procedures were used to evaluate the data. The results of the analyses indicated strong support for the existence of a relationship between fear of failure and aspirations but little support for a relationship between achievement motivation and aspirations. It was found that as fear of failure increased the prestige of aspired-to occupations decreased, willingness to settle for less satisfying and less prestigeful occupations increased, and the student became more likely to perceive that occupations with extremely low probabilities of attainment were within his reach.

TITLE: A Career Choice Experiment

AUTHOR(S): Catalanello, R.F., Wegener, S.M., & Zikmund, W.G.

SOURCE: College Student Journal, 1978, 12, 310-319

PROBLEM

Investigated the influence of salary, interesting work, social responsibility, and opportunity for advancement on the acceptability of job offers.

METHODS

The participants were 36 male MBA students. The students were presented with four hypothetical job offers to which they indicated their probability of acceptance from 1 to 0 in increments of .1. In each job offer, two variables of interests were paired, e.g., salary and interesting work.

RESULTS

The data were examined using analysis of variance procedures. The findings of the analyses led the authors to conclude that all four variables studied had a positive effect on the selection process; social responsibility seemed to have only a minor effect on the job selection decision; the four variables tended not to interact in influencing the selection decision.

TITLE: Determinants of Student Choice of Undergraduate Major Field

AUTHOR(S): Cebula, R.J. & Lopes, J.

SOURCE: American Educational Research Journal, 1982, 19, 303-312

PROBLEM

Sought to test the notion that a student's choice of an undergraduate major is a function of earnings differentials, the change in earnings differentials over time, job outlook conditions, and GRE quantitative aptitude scores.

METHODS

The data analyzed in this study were collected from several sources. The basic data unit was the number of full-time students claiming various disciplines as their major fields of concentration. Enrollment data were obtained for 28 undergraduate major fields from one midwestern university. Income data were obtained from the College Placement Council's Salary Survey. Earnings differentials was defined as the relative monetary attractiveness of each of the 28 major fields of study. The change in earnings differentials was defined as the change in monetary attractiveness of the various fields of study over time.

RESULTS

Regression procedures were used to test the research hypothesis. The results of the analyses suggested that monetary variables, i.e., expected future earnings, are very important to individuals as they select a major field of study. It was found that earnings differentials among fields and differences in the rate of change in earnings among fields are the most important factors in the student's decision. The change in earnings was found to explain changes in enrollment better than earnings differentials.

TITLE: Female Career Preference and Androgyny

AUTHOR(S): Clarey, J.H. & Sanford, A.

SOURCE: Vocational Guidance Quarterly, 1982, 30, 258-264

PROBLEM

Part of the study investigated whether androgynous and traditional college females differ in their preferences for nontraditional careers.

METHODS

The participants were 62 female undergraduate students. The Bem Sex-Role Inventory was administered and scores from this instrument were used to classify 34 of the students as androgynous and 28 students as traditional. Androgynous females were defined as those who scored above the median on both the masculine and feminine scales. Traditional females were defined as those who scored below the median on the masculine scale and above the median on the feminine scale. A researcher-designed career preference scale was also administered to the students. This scale included demographic items as well as open-ended questions about career preferences.

RESULTS

The data were examined using a chi-square procedure. Results of the analysis revealed that preferences for nontraditional careers differ between androgynous and traditional college females. It was found that many; more androgynous females preferred nontraditional careers than traditional females. These findings lent support to the notion that sex-role identity of college females is associated with preference for nontraditional careers.

TITLE: Effects of Client/Computer Interaction on Career Decision-Making Processes

AUTHOR(S): Cochran, D.J., Hoffman, S.D., Strand, K.H., & Warren, P.M.

SOURCE: Journal of Counseling Psychology, 1977, 24, 308-312

PROBLEM

Part of the study examined the effectiveness of a special computer-assisted instructional system in developing decision-making skills related to choice of a college major and an occupation.

METHODS

The participants were 72 female and male undergraduate students. Forty-eight participants were randomly assigned to an experimental group and 24 to a control group. Following brief interviews, each member of the experimental group experienced three separate one-hour periods of computer instruction. The instruction was designed to (1) identify satisfactions related to different occupations, (2) compare information related to 140 occupations, (3) focus on informed self-predictions related to success in various curricular paths, (4) integrate the elements of risk and desirability into a feasible plan of action. It was expected that the students provided the instruction would develop greater career decision-making skills than those students in the control group who were not provided the instruction. Decision making related to choice of major and occupation was assessed before and after treatment using the Vocational Decision-Making Checklist.

RESULTS

Analyses of variance were used to test the research hypotheses. As expected, the analyses revealed that the treatment group experienced more development in their decision-making skills related to choice of a major than the control group. Contrary to what was expected, the two groups were not found different in regard to decision making related to choice of an occupation.

TITLE: Comparative Impact of the SCII and the Vocational Card Sort
on Career Salience and Career Exploration of Women

AUTHOR(S): Cooper, J.F.

SOURCE: Journal of Counseling Psychology, 1976, 23, 348-352

PROBLEM

Part of the study investigated the relative influence of the Strong-Campbell Interest Inventory (SCII) and the Vocational Card Sort (VCS) on career salience, the number and type of occupations considered as career options, and the frequency and variety of vocational information-seeking behaviors.

METHODS

The participants were 120 female undergraduate students who described themselves as uncertain about their career plans. The students were randomly assigned to an SCII treatment group (n=24), a VCS treatment group (n=24), or a no-treatment control group (n=22). The other fifty students were assigned to two other treatment groups which will not be described in this abstract. One month following the treatments, the participants completed the Occupational Alternatives Question to assess the number and type of occupations considered as career options, the Vocational Exploration Behavior Checklist to measure the frequency and variety of information-seeking behaviors, and the Life Style Index to assess career salience.

RESULTS

The data were examined using analysis of variance procedures. The analyses indicated that the VCS treatment had an impact on the students but the SCII treatment did not. The data revealed that participants assigned the VCS treatment considered more occupational options, considered more nontraditional occupational options, and read more occupational information than did participants assigned to the control group. The SCII treatment group and the control group were not found to differ on any of the measures evaluated.

TITLE: Career Development and Career Choice in Pioneer and Traditional Women

AUTHOR(S): Crawford, J.D.

SOURCE: Journal of Vocational Behavior, 1978, 12, 129-139

PROBLEM

Studied several factors thought to influence career choice and career development of college women. These factors were feminine role perception, self-concept, sex-role stereotyping, birth order, socio-economic level, family history, and vocational complexity.

METHODS

The participants were 106 female college seniors who were career bound. Sixty-three students were classified as majoring in traditional female fields and the remaining 43 were classified as majoring in male-dominated (pioneer) fields. Those disciplines in which at least 60 percent of the graduates were female were considered traditional female fields. A questionnaire was used to collect information on several variables such as college major, birth order, immediate vocational objective, and long-range vocational goal. Feminine role perception was measured by administering the Attitudes Toward Women Scale. The McGuire-White Index of Value Orientations was administered to assess socio-economic level. Self-concept was assessed by administering the Adjective Checklist. The Occupational Differentiation Test was administered to measure vocational cognitive complexity. Sex-role stereotyping was measured by administering the Eight Vocation Profiles.

RESULTS

The data were examined using discriminant analysis, t-test, and chi-square procedures. The findings revealed that the females in the traditional and pioneer fields differed on seven factors. Three factors pertained to feminine role perception while the remaining four factors were concerned with sex-role stereotyping and various aspects of family background.

TITLE: Parental Identification in Relation to Vocational
Interest Development

AUTHOR(S): Crites, J.O.

SOURCE: Journal of Educational Psychology, 1962, 53, 262-270

PROBLEM

Investigated the relationship between vocational interests and the degree, kind, and pattern of parental identification.

METHODS

The participants were 350 male university students. Parental identification was measured by administering the Semantic Differential. This instrument yielded scores representing the degree of father identification, the degree of mother identification, the difference between these two scores which was defined as the kind of parental identification, and patterns of identification such as high father identification -- low mother identification. Vocational interests were assessed by administering the Strong Vocational Interest Blank.

RESULTS

The data were examined using analysis of variance, correlational, and t-test procedures. The findings suggested that identification with both parents influences the development of vocational interests, but identification with the father is more important.

TITLE: Occupational Desirability and Choice as a Function of Communication Apprehension

AUTHOR(S): Daly, J.A. & McCroskey, J.C.

SOURCE: Journal of Counseling Psychology, 1975, 22, 309-313

PROBLEM

Evaluated the notion that communication apprehension, the apprehension an individual has about interpersonal communication, may affect both the perceived desirability of occupations and actual job choice.

METHODS

The participants were 196 undergraduate students. All students completed the Personal Report of Communication Apprehension and instruments designed to measure the desirability and communication requirements of 31 occupations and the perceived communication requirements of their own chosen occupation. Based on the communication apprehension scores, 38 participants were classified as high apprehensives and 40 participants as low apprehensives. The data collected on the 31 occupations were used to identify 10 occupations that were perceived as having high communication requirements (e.g., trial lawyer and salesman) and 14 occupations that were perceived as having low communication requirements (e.g., accountant and house painter).

RESULTS

The data were evaluated using analyses of variance and t-tests. As hypothesized, the analyses revealed that high communication apprehensive students perceived occupations having low communication requirements as being more desirable than occupations having high communication requirements and low communication apprehensive students perceived occupations having high communication requirements as being more desirable. Also as expected, high apprehensives were found to choose occupations they perceive as requiring less communication than those selected by low apprehensives.

TITLE: Writing Apprehension and Occupational Choice

AUTHOR(S): Daly, J.A. & Shamo, W.G.

SOURCE: Journal of Occupational Psychology, 1976, 49, 55-56

PROBLEM

Evaluated the hypothesis that writing apprehension is related to both desirability and choice of occupations.

METHODS

The participants were 95 undergraduate students. The students completed several questionnaires. These questionnaires were used to measure writing apprehension, perceived writing demands and desirability of various occupations, and perceived writing demand of the student's actual vocational choice. Participants were classified as high or low in writing apprehension based on the scores obtained. It was expected that those students with high writing apprehension would not only perceive occupations with low writing demands as more desirable than occupations with high writing demands, but they would also tend to actually choose occupations with low writing demands more often than occupations with high writing demands. The opposite prediction was made for students classified as low in writing apprehension.

RESULTS

Analysis of variance procedures were used to evaluate the data. As expected, the analysis revealed that high writing apprehensives perceived occupations with low writing demands as more desirable than occupations with high writing demands. Also consistent with expectations, it was found that the occupational choices of high writing apprehensives typically require less writing than the occupational choices of low writing apprehensives. The authors concluded that the findings indicate the probable importance of perceived communication demands in the decisions people make about occupations.

TITLE: Risk Taking and Vocational Choice: A Reevaluation

AUTHOR(S): Davidshofer, C.O.

SOURCE: Journal of Counseling Psychology, 1976, 23, 151-154

PROBLEM

Evaluated the often hypothesized notion that the risk-taking tendency of individuals influences their vocational choices.

METHODS

The participants were 96 undergraduate male students. Low-risk occupations were defined as offering a high probability of success but a low income, whereas high-risk occupations were defined as offering a low probability of success but a high income. Three different measures of risk-taking tendency were collected using (1) a game of chance involving probability preferences, (2) an achievement test with instructions heavily penalizing guessing, and (3) a questionnaire involving life experiences assumed to underly the development of risk-taking tendencies. Based on each measure of risk taking, the 96 students were classified as high- or low-risk takers. It was expected that high-risk takers would tend to choose high-risk occupations more often than low-risk takers.

RESULTS

Three analyses of variances were conducted to test the hypothesized relationship, one analysis for each measure of risk taking. The results of all three analyses revealed that those students who were identified as high-risk takers did not select high-risk occupations more often than those students who were identified as low-risk takers. The findings suggest that risk-taking tendency is not a major factor influencing vocational choices.

TITLE: Factors in College Students' Career Planning

AUTHOR(S): Elkins, J.K.

SOURCE: The Vocational Guidance Quarterly, 1975, 23, 354-357

PROBLEM

Sought to identify factors college students feel are important in their career planning.

METHODS

The participants were 186 freshmen who had not yet chosen a college major or career direction and who volunteered to attend a career development workshop during the freshman orientation period. There were 101 female and 85 male students who completed the workshop. The workshop was an hour and a half long and it concentrated on discussing factors the students felt to be important in selecting a career. Before the workshop, the participants were asked to list the four major factors they considered to be important. Participants were broken down into groups of 8 to 12 students to discuss the factors they had listed. During the discussion, a printed list of factors was offered for consideration by the group leader. The list included the following factors: abilities, duties, earnings, education, energy level, experience, goals, interests, opportunity, personality, qualifications, values, and working conditions. At the close of the workshop, the participants were asked again to list the four major factors they considered to be important in selecting a career.

RESULTS

A t-test revealed that the students listed more factors after the workshop than before the workshop. Eight career planning factors were listed most frequently by the students after the workshop. These factors in order from the most frequently listed to the least frequently listed were interests, opportunity, earnings, abilities, satisfaction, goals, location, and personality. Females and males differed in the frequency that they listed several of these factors. For example, females cited interests and opportunity more frequently than males.

TITLE: Male Career Role and Vocational Choice: Their Prediction with Personality and Aptitude Variables

AUTHOR(S): Elton, C.F.

SOURCE: Journal of Counseling Psychology, 1967, 14, 99-105

PROBLEM

Evaluated the influence of personality and ability on the selection of career roles and field of study.

METHODS

The participants were 1,060 entering university freshmen. All the students were male. Five personality scores were obtained on each student by administering the Omnibus Personality Inventory. These five scores were tolerance and autonomy, suppression-regression, masculine role, scholarly orientation, and social introversion. The American College Test was administered to provide a measure of each student's scholastic ability. Choice of field of study and choice of career role were assessed using a special questionnaire. Based on their responses, the students were grouped according to the following fields of study: administrative-political-persuasive, business-finance, engineering-agriculture-technology, medical, and arts-humanities. The responses were also used to group the participants according to the following career roles: researcher-investigator, teacher-therapist, administrator-supervisor, promoter-salesman, and practitioner-performer-producer.

RESULTS

Multiple-discriminant analyses were used to evaluate the data on choice of field of study and career role. The analyses revealed that personality factors account for the major part of the variability in vocational choice and a combination of ability and personality factors work together to account for the major part of the variability in career choice. These findings substantiated the researcher's hypothesis that personality factors would play a more important part in vocational choice, whereas career role choices would be influenced more by ability.

TITLE: Significance of Personality in the Vocational Choice of
College Women

AUTHOR(S): Elton, C.F. & Rose, H.A.

SOURCE: Journal of Counseling Psychology, 1967, 14, 293-298

PROBLEM

Investigated the influence of personality and ability on the selection of a field of study.

METHODS

The participants were 637 entering university freshmen. All the students were female. The Omnibus Personality Inventory was administered to obtain five personality scores for each student. These five scores were tolerance and autonomy, suppression-regression, masculine role, scholarly orientation, and social introversion. Scholastic ability of each student was assessed by administering the American College Test. The composite score obtained on the test was used as the measure of scholastic ability. Choice of field of study was determined by administering a questionnaire that asked each student to select from a list of 83 academic majors the one which best described her future vocation. The responses were used to group the participants according to the following fields of study: social-religious-educational, administrative-political-persuasive, business-finance, scientific, medical, and arts-humanities.

RESULTS

Multiple-discriminant analysis was used to examine the data on choice of field of study. The analysis indicated that both ability and personality factors account for a major part of the variability in choice of field of study. Scholarly orientation was found to be the personality factor which seemed to influence the choice of field of study the most.

TITLE: Male Occupational Constancy and Change: Its Prediction
According to Holland's Theory

AUTHOR(S): Elton, C.F. & Rose, H.A.

SOURCE: Journal of Counseling Psychology Monograph, 1970, 17
(6, Pt. 2)

PROBLEM

Sought to examine whether or not personality measures are associated with occupational choices in the way proposed by Holland's theory.

METHODS

The participants were 530 male students who graduated together from one university. The occupational choices made by these students as freshmen and seniors were classified according to Holland's scheme. Freshman occupational choices were obtained from the Student Profile Section of the American College Test. Senior occupational choices were obtained from graduation records. Students whose senior occupational choices fell in the same Holland category as their freshman occupational choices were identified as persisters. Students whose senior occupational choices fell in a different Holland category from their freshman choices were identified as immigrants. Five personality scores were evaluated in the study: nonconformity, scholarly orientation, nonauthoritarianism, social discomfort, and masculine role. These scores were extracted from the Omnibus Personality Inventory that the students took as freshmen.

RESULTS

Discriminant analysis was the major approach used to evaluate the data. The authors concluded from the findings that Holland's is an effective framework for research on occupational choice and change. Occupational constancy and change were found to be related, in part, to Holland's occupational categories. In addition, it was found that personality characteristics of an occupational group were more a function of the persisters in that group than the immigrants into that group.

TITLE: The Relationship Between the Motive to Avoid Success and Vocational Choice

AUTHOR(S): Esposito, R.P.

SOURCE: Journal of Vocational Behavior, 1977, 10, 347-357

PROBLEM

Sought to determine whether or not vocational choice is related to the motive to avoid success.

METHODS

The participants were 129 freshmen. There were 75 white females, 60 white males, 54 black females, and 32 black males. The students completed the Self-Directed Search before their first semester. During their first semester they completed a TAT n achievement protocol containing five verbal cues: David (Carol) is looking into his (her) microscope; Carl (Joyce) is sitting in a chair with a smile on his (her) face; after first term finals John (Anne) finds himself (herself) at the top of his (her) medical school class; Ben (Nancy) is walking along the beach late in the day; and Fred (Ruth) is in the midst of a heated discussion. Students wrote stories for each cue. Motive to avoid success scores were obtained by having judges analyze the stories. Information regarding educational and vocational goals was obtained using a questionnaire.

RESULTS

The data were analyzed using analysis of variance, correlational, and chi-square procedures. The major finding was that among white female students the motive to avoid success was related to vocational choice. Specifically, white females with a high motive to avoid success were found to have more traditional sex-typed occupational aspirations even though they expressed an interest in a variety of careers. This finding was described as supporting Horner's contention that women, when confronted with a conflict between their feminine image and developing their competencies and interests, adjust their behavior to internalized sex-role stereotypes.

TITLE: Evaluation of a College Course in Career Decision Making

AUTHOR(S): Evans, J.R. & Rector, A.P.

SOURCE: Journal of College Student Personnel, 1978, 19, 163-168

PROBLEM

Part of the study evaluated the influence of a college credit course in career decision making on vocational development.

METHODS

The participants were 26 female and 53 male undergraduate students who were undecided about their choice of an academic major, a career field, or an occupation within a career field. The course required the students to complete independent assignments, meet with an instructor in large group meetings, and meet with a counselor in small group meetings each week throughout the quarter. Independent assignments included completing the Kuder Occupational Interest Survey, the California Life Goals Schedules, and the Self-Directed Search. The Vocational Decision Checklist was used in this study to measure vocational development. This instrument was taken at the beginning and at the end of the course.

RESULTS

Analysis of variance procedures were used to test for pre-/post-course differences in vocational development. The authors concluded from the results that the course activities made a positive contribution to the measured vocational development of the students. Gains were observed on both major subscales of the Vocational Decision Checklist, i.e., the academic major and occupational subscales.

TITLE: Position Choice: Comparing the Importance of Organizational and Job Factors

AUTHOR(S): Feldman, D.C. & Arnold, H.J.

SOURCE: Journal of Applied Psychology, 1978, 63, 706-710

PROBLEM

Part of the study sought to determine the relative importance of three job factors and three organizational factors in influencing job choice.

METHODS

The participants were 18 female and 44 male graduate students who were enrolled in management programs. The three job factors examined in this study were opportunities to use important skills and abilities, amount of autonomy and independence, and responsibility and leadership. The three organizational factors studied were providing essential services and products to the public, salary and fringe benefits, and flexibility in scheduling hours worked and vacations. Data were collected by having the students read descriptions of work positions which included information on each factor and then having them indicate how willing they would be to accept the positions described. The students were also asked to rank-order the six factors from most preferred to least preferred.

RESULTS

The major method of analysis was multiple regression. The results indicated that salary and fringe benefits were the most important influencers of job choice. The next most important factor was found to be use of skills and abilities, followed by responsibility and leadership and autonomy and independence. Flexibility of working hours and types of services the organization provides were found to be the two least important factors.

TITLE: Exploration of Holland's Theory of Vocational Choice in
Graduate School Environments

AUTHOR(S): Frantz, T.T. & Walsh, E.P.

SOURCE: Journal of Vocational Behavior, 1972, 2, 223-232

PROBLEM

Evaluated the applicability of several aspects of Holland's theory to the graduate school environment.

METHODS

The participants were 65 graduate faculty and 214 graduate students from six graduate departments selected to represent Holland's six environments. The departments and the environments they represented were as follows: mechanical engineering -- realistic, chemistry -- intellectual, counselor education -- social, finance and accounting -- conventional, economics -- enterprising, and English -- artistic. All the participants completed the Vocational Preference Inventory. A questionnaire was administered to some of the graduate students in order to assess personality type and satisfaction with school.

RESULTS

The data were examined using analysis of variance procedures. The findings generally suggested that parts of Holland's theory of vocational choice may not be particularly applicable to graduate school environments. For example, at variance with the theory was that most all departments were found to be primarily intellectual environments and not the environments the departments were chosen to represent.

TITLE: Occupational Values as Discriminants of Preprofessional Student Group

AUTHOR(S): Fretz, B.R.

SOURCE: Journal of Vocational Behavior, 1972, 2, 233-237

PROBLEM

Examined the relationship between occupational values and vocational/ educational choice.

METHODS

The subjects were 120 undergraduate male students who indicated that they had held their vocational goal for at least two years. There were 24 students from each of five fields of study: education, law, medicine, engineering, and business. A questionnaire was developed and administered to measure occupational values. The 11 values assessed by this questionnaire were pay received, security, prestige, advancement, variety of duties, working conditions, independence, opportunity to use special talents, challenge, self-satisfaction, and fringe benefits. The students were asked to rank-order these 11 values in regards to their importance for career satisfaction.

RESULTS

Stepwise discriminant analysis was used to compare the five groups of students on the 11 measures of occupational values. The findings from the analysis revealed that five values provided discrimination among various groups. These variables were pay received, advancement, working conditions, fringe benefits, and prestige. Overall, the results supported the notion that occupational values and vocational/educational choice are related.

TITLE: Predicting Career Preference from Preadolescent Development

AUTHOR(S): Fretz, B.R.

SOURCE: Journal of Counseling Psychology, 1972, 19, 286-291

PROBLEM

Examines the relative effectiveness of distinctly different preadolescent developmental data in predicting career choices of college students.

METHODS

The participants were 24 male undergraduate students from each of five preprofessional major fields: education, law, medicine, engineering, and business. All participants reported that they held their present career objective for at least two years. A child development questionnaire was developed and used to assess early experience in six different areas: school history and adjustment, family background and infancy, dissension and discipline, moral development, early trauma, and interpersonal development. The number of items on the questionnaire in each area ranged from a low of 6 to a high of 20. Most items were factual rather than attitudinal.

RESULTS

Discriminant analysis procedures were repeated for each of the six measures of early experience. The analyses indicated the following order of efficiency in predicting career choices: school history and adjustment (most efficient), family background and infancy, interpersonal development, early trauma, and dissension and discipline (equally efficient), and moral development (least efficient). All six measures were described as predictively efficient as previously published data using more common predictors, i.e., interests and abilities. The findings gave strong support to Bloom's notion about the importance of preadolescent developmental data in understanding adult behavior.

TITLE: Perceptions of Personal Control and Conformity of Vocational Choice as Correlates of Vocational Development

AUTHOR(S): Gable, R.K., Thompson, D.L., & Glanstein, P.J.

SOURCE: Journal of Vocational Behavior, 1976, 8, 259-267

PROBLEM

Part of the study evaluated the relationship between locus of control and vocational maturity.

METHODS

The participants were 179 undergraduate female students. The Attitude Scale of the Career Maturity Inventory was administered to obtain a measure of vocational maturity. The MacDonald-Tseng I-E Scale was administered to obtain a measure of locus of control. The scores from the I-E Scale were used to classify the female students as either internally controlled students or externally controlled. Internally controlled students were described as feeling that their own attributes control the reinforcements they receive. It was hypothesized that internal control would be associated with greater vocational maturity.

RESULTS

The data were examined using analysis of variance procedures. The findings indicated the existence of the hypothesized relationship between locus of control and vocational maturity. Internally controlled students were found to have higher vocational maturity scores than externally controlled students. The authors suggested that the construct of internal-external control should be considered in studying the vocational maturity of college women.

TITLE: An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory

AUTHOR(S): Ganster, D.C. & Lovell, J.E.

SOURCE: Journal of Vocational Behavior, 1978, 13, 172-180

PROBLEM

Evaluated the effectiveness of a career development seminar designed to conform with Holland's theory of vocational choice.

METHODS

The participants were 46 undergraduate students. Twenty-four students participated in a treatment group and the remaining 22 served as a no-treatment control group. Treatment and control students were highly comparable in terms of age, race, sex, academic standing, and academic interest. Treatment students were enrolled in a career development seminar which met for five three-hour sessions. The sessions involved the students in taking the Self-Directed Search, discussing their typological profiles in regard to work values, discussing individuals who had significant impact on their lives, and using their profiles and career orientation to begin the career search and choice process. To evaluate the effectiveness of the seminar, the students participating in the study completed both the Attitude Scale and Competence Test sections of the Career Maturity Inventory. Half of all treatment and control students were pretested. All 46 students were posttested. Analysis of pretest scores revealed no differences in the career maturity of the treatment and control groups.

RESULTS

The effectiveness of the seminar was evaluated using analysis of variance procedures. The results indicated that participation in the seminar led to changes in career maturity. Specifically, compared to students in the control group, students who experienced the seminar viewed work as a more important aspect of their life, became more personally involved in the career choice process, became more independent in their decision making, became more adept at identifying their own skills and abilities, were better able to specify their own goals in terms of their career, and had more improvement of problem-solving skills relating to career choice.

TITLE: The Relationship Among Age Category, Curriculum Selected, and Work Values for Women in a Community College

AUTHOR(S): Glogowski, D. & Lanning, W.

SOURCE: The Vocational Guidance Quarterly, 1976, 25, 119-125

PROBLEM

Part of the study examined the relationship between work values and choice of a field of study.

METHODS

The participants were 153 female students at a community college. All students were enrolled in one of five career programs. Twenty-eight were enrolled in a licensed practical nurse program, 48 in a registered nurse program, 32 in a medical-related program, 32 in education, and 23 in business. The students in each program were further classified as young (21 or younger) or mature (27 or older). All the participants completed the Work Value Scale which yielded six different measures of work value. These measures were for the factors dominance-recognition, economic, independence, interesting activity/variety, mastery-achievement, and social.

RESULTS

Analysis of variance procedures were used to examine the data. A separate analysis of variance was run for each of the six measures of work value. The analyses revealed that work values held were related to the career program selected. This relationship was found to exist for four of the six work values studied: economic (desiring money for necessary and incidental expenses), independence, mastery-achievement (developing and using skills), and social (desiring to be with many different kinds of people). The analyses also revealed that for three of these four work values, the relationship between choice of a field of study and work value may be partly a function of the age of the students.

TITLE: The Scholastic Aptitude Test "Explains" Why College Men
Major in Science More Often Than College Women

AUTHOR(S): Goldman, R.D. & Hewitt, B.N.

SOURCE: Journal of Counseling Psychology, 1976, 23, 50-54

PROBLEM

Investigated the relationship between mathematical ability and choice of a major field of study. Also examined the relationship between sex differences in mathematical ability and sex differences in the choice of a major field of study.

METHODS

The participants were undergraduate students at four universities who had taken the Scholastic Aptitude Test and declared a major field of study. Students were classified according to major field using a five-point science-nonscience continuum. The continuum included the following fields of study (listed from the most science oriented to the most nonscience oriented): physical sciences, biological sciences, social sciences, humanities, and fine arts. Both the mathematical and verbal scores from the Scholastic Aptitude Test were used in the data analysis.

RESULTS

Correlational procedures were used to evaluate the data. The findings suggested that mathematical ability seems to be an important factor in the choice of a scientific versus a nonscientific major field of study. It was found that students with majors closer to the physical science end of the continuum were more mathematically able. In regard to the effect of sex, it was found that the male-female difference in the choice of a scientific versus a nonscientific field of study was closely related to the male-female difference in mathematical ability. Higher mathematical ability in males was described as largely responsible for the greater representation of males in scientific fields of study.

TITLE: Sex Differences in the Relationship of Attitudes Toward Technology to Choice of Field of Study

AUTHOR(S): Goldman, R.D., Kaplan, R.M., & Platt, B.B.

SOURCE: Journal of Counseling Psychology, 1973, 20, 412-418

PROBLEM

Investigated whether attitudes toward technology bear a different relationship to choice of a college major for males than for females.

METHODS

The participants were 256 female and male undergraduate students. The students were classified into groups based on their major field of study, sex, and grade point average. The groupings for major field were physical science, biological science, social science, humanities, and undecided. Grade point groupings were high, medium, and low corresponding to the upper, middle, and lower thirds of the distribution of grade averages. The Mechanization Scale was administered to groups of 15 to 20 students. This instrument served as the measure of attitudes toward technology. Five scores were obtained from the administration of the Mechanization Scale. These scores were global attitude, mechanical curiosity, preference for handmade goods, spiritual benefits of technology, and human vitalism.

RESULTS

Multivariate analysis of variance and discriminant analysis procedures were used to examine the data. The analyses indicated that the relationship between mechanical curiosity and choice of a college major was consistent for both females and males. However, females and males were found to differ regarding the magnitude of expressed mechanical curiosity. It was the conclusion of the authors that if students choose college majors partly as a result of mechanical curiosity, then females need less of this attitude than do males.

TITLE: Prediction of College Majors by Personality Tests

AUTHOR(S): Goldschmid, M.I.

SOURCE: Journal of Counseling Psychology, 1967, 14, 302-308

PROBLEM

Sought to clarify the relationship between personality and educational choice.

METHODS

The participants were university students who had taken one of several personality tests as freshmen and whose majors were known at the time of graduation. Samples of 100 or more students were collected from various universities. Scores from five personality tests were evaluated in the study. The personality tests were the California Psychological Inventory, Minnesota Multiphasic Personality Inventory, Myers-Briggs Type Indicator, Omnibus Personality Inventory, and the Strong Vocational Interest Blank. A constant-sum method was used to dichotomize major fields of study into those dealing with science or humanities. Ratings of 55 majors obtained from 142 students were used to dichotomize the majors.

RESULTS

Regression equations were developed to predict, using personality factors, whether the student pursued a field of study in science or humanities. Overall, the results suggest that several personality traits are associated with educational choice. The author identified five clusters of personality characteristics which seemed to be most closely related to educational choice. These he called orientation to life, modes of adjustment and psychological functioning, interest patterns, behavior in social contexts, and modes of cognitive functioning. The author concluded that his findings lent support to the notion that students in a particular major share certain personality traits that are significantly different from those students in other majors.

TITLE: Job Perceptions in Relation to Vocational Preference

AUTHOR(S): Gonyea, G.G.

SOURCE: Journal of Counseling Psychology, 1963, 10, 20-26

PROBLEM

Examined the relationship between job perceptions and job preferences.

METHODS

The participants were 118 entering male freshmen at one university. Each student completed two instruments developed especially for the study. One instrument required the students to indicate the similarity among 30 occupations. The data from this instrument was used to determine dimensions of job perceptions and to derive a job perception score for each dimension. The other instrument required the students to express job preference by indicating whether they liked, disliked, or were indifferent towards the same 30 occupations listed on the other instrument. A job perception profile was constructed for each student and a job preference score was derived for each job perception dimension. Each student was also classified according to his stated vocational choice.

RESULTS

Correlational and analysis of variance procedures were used to evaluate the data. The results of the analyses revealed that students who emphasized a particular dimension in their job perceptions tended to either accept or reject all occupations characterized by that dimension. Stated vocational choices were not found to be related to differences in job perceptions. The author concluded that the findings support an expectancy theory of occupational choice. According to this notion, people tend to prefer occupations which they perceive as capable of meeting their needs.

TITLE: Reactions to Three Kinds of Vocational-Educational Counseling

AUTHOR(S): Graff, R.W., Danish, S., & Austin, B.

SOURCE: Journal of Counseling Psychology, 1972, 19, 224-228

PROBLEM

Evaluated the relative effectiveness of individual, group, and programmed self-instruction approaches to vocational counseling.

METHODS

The participants were 290 undergraduate students seeking vocational counseling. These students were randomly assigned to either an individual treatment group (21 females and 36 males), a group treatment group (21 females and 33 males), a self-instruction treatment group (23 females and 30 males), or a no-treatment control group (26 females and 29 males). The Kuder Preference Inventory was administered before the treatments were administered. Individual treatment consisted of traditional one-on-one counseling sessions. Group treatment consisted of lecture and discussion. Self-instruction treatment was accomplished by having the students complete the Self-Help Vocational Decision-Making Booklet. The relative effectiveness of the different treatments was measured by having the participants rate their counseling experience on seven criteria.

RESULTS

Multiple regression procedures were used to compare the treatments on each measure of effectiveness. The analyses indicated that the self-instruction approach to counseling was more effective than either of the other two approaches in helping students (1) become informed of career opportunities and requirements, (2) learn how to make educational-vocational decisions, and (3) set up educational-vocational goals consistent with their abilities, interests, and personality. The three approaches to counseling were found to be equally effective on the other four measures of effectiveness.

TITLE: Influence of the "Religious Factor" on Career Plans and Occupational Values of College Graduates

AUTHOR(S): Greeley, A.M.

SOURCE: American Journal of Sociology, 1963, 68, 658-671

PROBLEM

Part of the study sought to evaluate certain hypotheses about the influence of the Protestant Ethic and anti-intellectualism on the career planning of Catholics.

METHODS

The participants were 3,397 college graduates. This sample was from a survey of more than 30,000 graduates from 135 colleges and universities conducted by the National Opinion Research Center. A 20-page questionnaire used in the survey assessed, among other things, religious background and career plans. It was expected, based on the findings of previous studies, that there would be a strong tendency toward antiscientism among Catholics and that Catholics would score low on the Protestant Ethic.

RESULTS

Chi-square tests were used to compare data obtained for the Protestant, Catholic, and Jewish members of the sample. The tests indicated no support for the findings of previous studies suggesting the influence of the Protestant Ethic and antiscientism on the career planning of Catholics.

TITLE: Self-Esteem as an Influence on Occupational Choice and
Occupational Satisfaction

AUTHOR(S): Greenhaus, J.H.

SOURCE: Journal of Vocational Behavior, 1971, 1, 75-83

PROBLEM

Evaluated whether or not self-esteem is related to occupational choice and occupational satisfaction.

METHODS

The participants were 190 female and 38 male undergraduate students. Self-esteem was measured by administering the Self-Assurance Scale of the Self-Description Inventory. An instrument was developed and administered to assess self-concept and occupational concept. This instrument included 25 traits which the students rated twice: for the degree to which each trait was descriptive of them (self-concept) and the degree to which each trait was important for success in their chosen occupation (occupational concept). The data from the instrument were used to compute an index of self-occupational congruence for each student. It was hypothesized that self-esteem would be positively related to the degree of self-occupational congruence. Occupation satisfaction was measured by having the students answer five questions. It was hypothesized that the relationship between congruence and occupational satisfaction would be greater for high-self-esteem students than for low-self-esteem students.

RESULTS

Correlational and z-test procedures were used to evaluate the two hypotheses. The findings from the analyses did not support either hypothesis. Other results from the study led the author to tentatively conclude that high-self-esteem persons tend to look at their own needs and relevant attributes in determining occupational-choice satisfaction, whereas low-self-esteem persons look more toward external cues.

TITLE: Career Salience, Work Values, and Vocational Indecision

AUTHOR(S): Greenhaus, J.H. & Simon, W.E.

SOURCE: Journal of Vocational Behavior, 1977, 10, 104-110

PROBLEM

Examined whether or not vocational indecisiveness is related to career salience and specific work values.

METHODS

The participants were 101 female and 52 male undergraduate students. Sixty students were freshmen and 93 were sophomores. Responses to a question were used to classify the students into those who had at least a tentative occupational preference and those who were undecided. Career salience, the importance of work in one's total life, was assessed by administering a six-item shortform of a scale developed by Greenhaus. Based on the scale scores, the students were classified into either a high, medium, or low career-salience group. The importance of specific work values was measured by administering Super's Work Value Inventory. The Inventory yields 15 scale scores: creativity, achievement, independence, variety, aesthetics, altruism, intellectual, management, surroundings, supervision, security, associates, prestige, economic, and way of life. The first eight scores were considered measures of intrinsic work values and the next six were considered extrinsic work values.

RESULTS

Correlational and chi-square analyses were used to evaluate the data. The results revealed the existence of a relationship between vocational indecisiveness and both career salience and work values. It was found that vocational indecision was associated with low career salience. In addition, it was found that undecided students tended to place less importance on intrinsic work values than did students who had made at least a tentative choice of an occupation.

TITLE: Some Sources and Consequences of Career Exploration

AUTHOR(S): Greenhaus, J.H. & Sklarew, N.D.

SOURCE: Journal of Vocational Behavior, 1981, 18, 1-12

PROBLEM

Examined factors thought to influence participation in career exploration (i.e., work-role salience and locus of control) and the role of anxiety in the exploration process.

METHODS

The participants were 90 female and 71 male undergraduate students. The students indicated their career decisiveness by selecting one of five descriptive statements, from "definitely decided upon a particular occupation" to "have no occupation in mind." Those students who had made at least a tentative occupational decision answered questions to measure their satisfaction with the decision. Career exploration was assessed by having the students rate 15 activities in regard to whether they had engaged in each activity and whether they intended to engage in each activity in the future. Measures of both self-oriented exploration and work-related exploration were obtained from the ratings. A 27-item scale developed by one of the authors was used to measure work-role salience. Locus of control was measured by administering the Rotter's I/E Scale and anxiety was assessed by administering the Trait Anxiety Scale.

RESULTS

Multiple regression procedures were used to evaluate the data. The analyses revealed that work-role salience (the importance of work in the student's life) was positively related to both self-oriented and work-related exploration. The findings also indicated the existence of a positive relationship between satisfaction with occupational decision and self-related exploration for low anxiety students and the existence of a negative relationship between the same variables for high anxiety students. Additionally, it was found that dissatisfaction with an occupational decision was more likely to stimulate future work-related exploration for low anxiety students than for high anxiety students.

TITLE: Attitudinal and Normative Beliefs as Antecedents
of Female Occupational Choice

AUTHOR(S): Greenstein, M., Miller, R.H., & Weldon, D.E.

SOURCE: Personality and Social Psychology Bulletin, 1979, 5,
356-362

PROBLEM

Evaluated the applicability of Fishbein's model of behavioral intentions to female occupational choice. Specifically, the notion investigated was that normative beliefs, when combined with attitudes toward entering an occupation, are more strongly related to intentions to enter that occupation than are attitudes alone.

METHODS

The participants were 88 female undergraduate students. All the students were sophomores. The students completed a questionnaire which measured various components of Fishbein's model. The instrument required the students to rate four traditional occupations (e.g., elementary school teacher) and four non-traditional occupations (e.g., engineer).

RESULTS

Correlational procedures were used to examine the data. The findings were inconsistent with the relations predicted by Fishbein's model. The results indicated that a female's choice of a career is primarily associated with her normative beliefs about the occupation. Attitude toward becoming a member of a particular occupation was found to be relatively unimportant in determining a female's career choice. The authors concluded that it appears that females' beliefs about the expectations of relevant others are substantially more important in the career choice process than the perceived consequences associated with an occupation.

TITLE: College Major and Career Choice: A Retest of Holland's Theory

AUTHOR(S): Gross, L.J. & Gaier, E.L.

SOURCE: Journal of Vocational Behavior, 1974, 5, 209-213

PROBLEM

Evaluated the notion that college major and career choices are related to personality type.

METHODS

The participants were 109 male college seniors enrolled in one of six career areas corresponding to Holland's scheme. There were 19 students who had college majors classified as realistic, 18 students in investigative majors, 16 in social majors, 23 in conventional majors, 17 in enterprising majors, and 16 in artistic majors. The students were also classified into the same six career areas based on expressed occupational choices. All students completed a questionnaire which asked them to select the one Holland stereotype (e.g., realistic and investigative) which best described them.

RESULTS

Tests of proportions were used to examine the data. The findings of the tests revealed that a relationship exists between personality type and both college major and career choices. Relationships were found for four stereotypes: realistic, conventional, enterprising, and artistic. The authors described the results as supporting Holland's theory.

TITLE: Vocational Maturity and Its Relationship to Holland's Theory of Vocational Choice

AUTHOR(S): Guthrie, W.R. & Herman, A.

SOURCE: Journal of Vocational Behavior, 1982, 21, 196-205

PROBLEM

Part of the study examined the relation of vocational maturity to Holland's constructs of consistency, differentiation, and congruency.

METHODS

The participants were 290 female and 431 male students from two post-secondary institutions. Scores from the Vocational Preference Inventory were used to classify the students into one of Holland's six personality types: realistic, investigative, artistic, social, enterprising, and conventional. Programs of study the students were enrolled in were also classified into one of Holland's six personality types. A measure of the extent of congruency was determined by comparing the two classifications for each student. The Attitude Scale of the Career Maturity Inventory was administered to assess vocational maturity.

RESULTS

Analysis of variance procedures were used to evaluate the data. The results of the analyses revealed the existence of a relationship between vocational maturity and congruency. The Holland constructs of consistency and differentiation were not found to be related to vocational maturity.

TITLE: Cognitive Support for the Career Choices of College Women

AUTHOR(S): Haber, S.

SOURCE: Sex Roles, 1980, 6, 129-138

PROBLEM

Sought to determine the relationship of role modeling and parental support to career choice and career commitment.

METHODS

The participants were 50 female undergraduate students. All the students were seniors, unmarried, and living with their biological parents. Data were collected by the use of a questionnaire and tape-recorded interviews. The questionnaire included the Bem Sex-Role Inventory. Other information obtained from the students included future career and/or family plans, mother's pattern of work and attitude towards employment, and father's attitude towards the mother's employment. The information collected was used to classify the students as either innovative career oriented, innovative noncareer oriented, traditional career oriented, or traditional noncareer oriented.

RESULTS

Analysis of variance and t-test procedures were used to evaluate the data. The major finding of the study was that career choice and career commitment were related to the students' sex-role orientation and encouragement they received from their parents. In contrast to previous studies, this study found that career choices were not related to maternal employment patterns. The author concluded that maternal employment as a modeling factor may be unimportant for females of lower- and middle-class backgrounds.

TITLE: The Vocational Decision-Making Process Among College Males

AUTHOR(S): Harren, V.A.

SOURCE: Journal of Counseling Psychology, 1966, 13, 271-277

PROBLEM

Evaluated aspects of the model of vocational decision making proposed by Tiedeman and O'Hara in regard to choice of major field of study and choice of occupation.

METHODS

The participants were 86 undergraduate male students. A special instrument was developed and used to measure students' progress in career planning. This Q-sort instrument had 56 items that equally represented the two areas of decision making under study (educational and occupational choice) and the four stages of decision making proposed by Tiedeman and O'Hara. These four stages are exploration, crystallization, choice, and clarification. The exploration stage is characterized by random, exploratory considerations; the crystallization stage by progress towards, but no attainment of, choice; the choice stage by a commitment to a career goal; the clarification stage by elaboration of the consequences of the commitment and planning to pursue the goal.

RESULTS

Factor analysis and analysis of variance procedures were used to evaluate the data collected with the special instrument. The analyses indicated that the students were at one or another of the four stages of vocational decision making. This result was described by the author as evidence verifying the existence of these four stages. Most students were found to treat choice of major and choice of occupation together as one vocational decision. Those students who did not were described as seeing the two decisions as unrelated or were at different stages with regards to major and occupational choice.

TITLE: Sex Roles and Cognitive Styles as Predictors of Holland Typologies

AUTHOR(S): Harren, V.A. & Biscardi, D.L.

SOURCE: Journal of Vocational Behavior, 1980, 17, 231-241

PROBLEM

Studied females and males separately to determine whether sex-role attitudes and cognitive styles are related to choice of field of study and occupation.

METHODS

The participants were selected from 1,120 undergraduate students enrolled at five universities. The final sample included 298 females and 228 males who indicated they had made a choice of college major and were highly satisfied with their choices and 249 females and 167 males who indicated they had made a choice of occupation and were highly satisfied with their choices. Major and occupational choices were classified into one of the six Holland categories. The students completed three instruments measuring different aspects of sex-role attitudes: the Bem Sex-Role Inventory, Attitudes Toward Women Scale, and Attitudes Toward Masculine Transcendence Scale. Cognitive style data were collected using two approaches: the Paragraph Completion Method was used to measure conceptual level; the Assessment of Career Decision Making instrument was used to assess decision-making styles.

RESULTS

Discriminant function analyses were conducted separately for females and males. The findings of the analyses revealed that certain sex-role attitudes and cognitive styles are related to choice of a field of study. The choice of an occupation was not found to be related to either sex-role attitudes or cognitive styles. The variables found to be related to choice of field of study were substantially different for females and males. The authors concluded that the results provide support for the validity of Holland's theory but suggested the possible need for separate personality descriptions for each sex within the different Holland categories.

TITLE: Influence of Sex-Role Attitudes and Cognitive Styles on
Career Decision Making

AUTHOR(S): Harren, V.A., Kass, R., Tinsley, H., & Moreland, J.

SOURCE: Journal of Counseling Psychology, 1978, 25, 390-398

PROBLEM

Examined were factors that were thought to influence whether college students have made a satisfying choice of major. The factors investigated were gender, sex-role attitudes, cognitive styles, and decision-making process.

METHODS

The participants were 578 undergraduate females and males. Sex-role attitudes were measured using the Bem Sex-Role Inventory, Attitudes Toward Women Scale, and Attitudes Toward Masculine Transcendence Scale. Cognitive-style variables were measured using the Cognitive Differentiation Grid, the Paragraph Completion Method, and the Assessment of Career Decision Making. Decision-making process was assessed using the Assessment of Career Decision Making. It was expected that decision-making process would have the strongest influence on whether or not a student has made a satisfying choice of a college major.

RESULTS

Path analysis procedures were employed to examine the data. As expected, the analyses indicated that a student's progress in the decision-making process accounts for the greatest amount of predictable variance in making satisfying choices of major. To a lesser degree, making a satisfying choice of major was found to be influenced by decision-making style and sex-role attitudes. Gender was found to be strongly related to sex-role attitudes.

TITLE: Influence of Gender, Sex-Role Attitudes, and Cognitive
Complexity on Gender-Dominant Career Choices

AUTHOR(S): Harren, V.A., Kass, R., Tinsley, H., & Moreland, J.

SOURCE: Journal of Counseling Psychology, 1979, 26, 227-234

PROBLEM

Investigated the influence of gender, sex-role self-concept, beliefs about sex-role-appropriate behavior of others, and cognitive complexity on choice of a college major and an occupation.

METHODS

The participants were 196 female and 161 male undergraduate students who reported that they had made a choice of "major" and they were satisfied with their choice and 148 female and 87 male undergraduate students who reported that they had made a choice of "occupation" and they were satisfied with their choice. A male-dominance index, representing the proportion of men to women in the field, was determined for each participant's major and/or occupational choice. This index served as the criterion in the analyses. Measures of gender, sex-role attitudes, and cognitive complexity served as predictors in the analyses. Three measures of sex-role attitudes were used: the Bem Sex-Role Inventory, the Attitudes Toward Women Scale, and the Attitudes Toward Masculine Trancendence Scale. Cognitive complexity was assessed by utilizing the Cognitive Differentiation Grid.

RESULTS

The data were analyzed using path analysis and multiple regression procedures. The analyses revealed that gender was the best predictor of choice of gender-dominant majors and occupations. Some sex-role attitude and cognitive complexity variables were also found to predict choice.

TITLE: Anxiety and the Process of Deciding About a Major and Vocation

AUTHOR(S): Hawkins, J.G., Bradley, R.W., & White, G.W.

SOURCE: Journal of Counseling Psychology, 1977, 24, 398-403

PROBLEM

Examined whether or not general anxiety, major-choice anxiety, vocational-choice anxiety, and decision anxiety are related to educational-vocational indecisiveness.

METHODS

Participants were 127 female and 300 male undergraduate students. The Concept-Specific Anxiety Scale was administered to assess general anxiety, major-choice anxiety, and vocational-choice anxiety. One scale of the Career Decision Readiness Inventory was used to measure decision anxiety. An instrument was developed to measure four educational-vocational decidedness variables: (1) whether or not a major choice had been made, (2) certainty regarding major choice, (3) whether or not a vocational choice had been made, and (4) certainty regarding vocational choice.

RESULTS

Multiple regression procedures were used to determine whether the anxiety variables could predict educational-vocational decidedness. Many significant relationships were observed between the anxiety and decidedness variables. The relationships were found to be somewhat stronger between anxiety and major choice than between anxiety and vocational choice. The findings suggest that anxiety may be a factor that promotes the avoidance of tasks necessary for vocational development.

TITLE: Perceptions of Male Models of Femininity Related to Career Choice

AUTHOR(S): Hawley, P.

SOURCE: Journal of Counseling Psychology, 1972, 19, 308-313

PROBLEM

Evaluated the notion that perceptions held by women regarding men's views of the feminine ideal influence their career choices.

METHODS

The participants were 136 undergraduate female students. Forty-five were enrolled in teaching majors, 39 were in either math or science, and 52 were counseling majors. The teaching and counseling majors were used to represent traditional career choices, whereas math and science majors were used to represent nontraditional career choices. A special instrument was developed and used to measure perceptions regarding men's views of the feminine ideal. This instrument has 35 items and yields five scores. The scores served as measures of the respondent's perception of significant men's views of women as partner, women as ingenue, women as homemaker, women as competitor, and women as knower.

RESULTS

Multivariate analysis of variance and discriminant function analysis procedures were used to examine the data. In order to determine whether or not the relation of interest was actually associated with other variables, several variables were either built into the design or controlled statistically. These variables included marriage, age, father's occupation and the like. The results of the analyses suggest that women choose careers consistent with their own perceptions of the model of femininity held by significant men in their lives. Females pursuing male-dominated career areas were found to be more concerned with male support than females pursuing traditional careers.

TITLE: Evaluation of a Replicable Group Career Counseling Procedure

AUTHOR(S): Healy, C.C.

SOURCE: The Vocational Guidance Quarterly, 1974, 23, 34-40

PROBLEM

Investigated the effectiveness of a group career counseling procedure.

METHODS

The special counseling procedure was evaluated using two separate groups. The first group included 35 freshmen. These students met weekly in small groups for five two-hour counseling sessions. The second evaluation group included 44 undergraduate students. Twenty-four of these students received the counseling by attending five weekly two-hour sessions. The other 20 students served as control since they did not receive any counseling. The counseling procedure was designed to guide the students to identify their career goals and assets, examine alternatives in terms of those attributes, select an appropriate alternative, plan to obtain training and entry, begin execution of their plan, and evaluate their initial progress. For the most part, the sessions were conducted by guidance students who had no previous group counseling experience. These students-counselors were given 50 hours of instruction. The Career Development Inventory was administered at the start and end of the five-week counseling to evaluate the effectiveness of the procedure.

RESULTS

A series of t-tests were used to examine the data. The tests revealed that for both groups evaluated the special group career counseling procedure was effective in helping students increase the certainty of their career plans and their willingness to engage in career planning.

TITLE: Parental Identification and the Patterning of Vocational Interests in College Males and Females

AUTHOR(S): Heilbrun, A.B.

SOURCE: Journal of Counseling Psychology, 1969, 16, 342-347

PROBLEM

Investigated the relation between vocational interests and parental identification, including the masculinity-femininity of the father or the mother serving as the identification model.

METHODS

The participants were 33 female and 47 male undergraduate students seeking vocational-educational counseling. The Strong Vocational Interest Blank was used to measure patterns of vocational interests. Type and degree of parental identification was assessed using the Identification Scale of the Adjective Checklist. Based on the Identification Scale scores, 16 females were classified as father-identified, 17 females were classified as mother-identified, 21 males as father-identified, and 26 males as mother-identified. Masculinity-femininity of the parental model was measured from behavioral descriptions of 15 traits making up the Identification Scale.

RESULTS

Analysis of variance was used to evaluate the data. The analysis revealed that for males, identification with a masculine father was associated with the maximum crystallization of specific vocational interests and disinterests and identification with a feminine mother was associated with the minimum crystallization of specific vocational interests and disinterests. The author reported that the data for females were more difficult to interpret. It was found for females that identification with a feminine parent model (father or mother) was associated with heightened rejection of interests. For both sexes, identification with a feminine mother was associated with limiting the development of positive career interests.

TITLE: Explorations of a Theory of Vocational Choice: VI. A Longitudinal Study Using a Sample of Typical College Students

AUTHOR(S): Holland, J.L.

SOURCE: Journal of Applied Psychology Monograph, 1968, 52 (1, Pt. 2)

PROBLEM

Evaluated several aspects of Holland's theory of vocational choice.

METHODS

Two large samples of freshman college students were used. One sample included 2,662 females and 2,087 males and the other sample included 1,571 females and 1,576 males. The students were administered several questionnaires to measure among other things, vocational aspirations, and then, about 8 or 12 months later, they were questioned again to determine their vocational aspirations and satisfactions. The students completed the Vocational Preference Inventory to measure personality type and numerous other instruments to assess preconscious activity, range of competencies, interpersonal competency, dogmatism, student orientation, educational and economic aspirations, and life goals. The data were used to classify the students by personality types and personality patterns.

RESULTS

Analysis of variance, chi-square, and correlational procedures were used to examine the data. The results of the analyses were described as supporting the usefulness of Holland's theory of vocational choice. Generally, students with different personality characteristics were found to show the presence of traits predicted by the theory.

TITLE: Explorations of a Theory of Vocational Choice: III. A Longitudinal Study of Change in Major Field of Study

AUTHOR(S): Holland, J.L. & Nichols, R.C.

SOURCE: Personnel and Guidance Journal, 1964, 43, 235-242

PROBLEM

Evaluated the hypothesis that students remain in a field of study if they resemble the typical student in that field and leave a field of study for another one if they do not resemble the typical student.

METHODS

The participants were 181 female and 332 male students with high scholastic aptitude and high SES backgrounds. The students were assessed at the end of their senior year in high school and again at the end of their freshman year in college. Numerous measures were collected on the sample, including measures of personal traits, interests, aptitudes, and achievements. The students were classified as either nonchangers, intra-class changers, or inter-class changers based on the comparison of their field of study preferences over the one year period.

RESULTS

Correlational procedures were used to evaluate the data. The findings led the authors to conclude support for their hypothesis that remaining in a given field appears to be associated with having personal attributes commonly associated with the typical student while leaving a field is related to dissimilarity between a student's attributes and those of the typical student. The authors explained that students tend to sort themselves into fields which are congruent with their personal traits, interests, aptitudes, and achievements.

TITLE: Subjective Expected Utility and Career Preferences

AUTHOR(S): Holmstrom, V.L. & Beach, L.R.

SOURCE: Organizational Behavior and Human Performance, 1973, 10, 201-207

PROBLEM

Sought to determine whether or not occupational preferences are related to expected utilities associated with occupations.

METHODS

The participants were female and male seniors majoring in psychology who intended to pursue graduate study in psychology. Five females and five males were interviewed for the purpose of identifying factors considered when choosing to pursue graduate study. The 18 most frequently mentioned factors were incorporated in a questionnaire which was administered to 15 female and 15 male students. The students rated and ranked the 18 factors in regard to the relative importance that the factors be satisfied by a future career. Each student also ranked eight psychological occupations (e.g., teaching and research in a non-academic setting) in terms of preferability. Additionally, the students were asked to estimate the probability that each of the 18 factors would be satisfied by each of the eight occupations.

RESULTS

Analysis of variance and correlational procedures were used to evaluate the data. The findings from the analyses provided support for the notion that occupational preferences and subjective expected utilities are strongly related. The average correlation between the variables for all 30 students was found to be .83. An interesting result was that students who preferred clinical or teaching careers ascribed higher utility to attaining interpersonally oriented occupational outcomes than students preferring research careers.

TITLE: Concurrent Validity of Holland's Theory for College Degreed Working Women

AUTHOR(S): Horton, J.A. & Walsh, W.B.

SOURCE: Journal of Vocational Behavior, 1976, 9, 201-208

PROBLEM

Part of the study evaluated Holland's notion that individuals choose occupational environments consistent with their personality types.

METHODS

The participants were 179 college degreed females employed in one of six occupations corresponding to Holland's six environmental classifications. The sample included 41 engineers (realistic), 38 physicians (investigative), 25 architects (artistic), 20 ministers (social), 32 lawyers (enterprising), and 23 certified public accountants (conventional). All participants had at least two years of experience in their occupations and had a minimum of a bachelor's degree. The Vocational Preference Inventory and the Self-Directed Search were administered. Six of the 11 personality scores from the Vocational Preference Inventory were used in the study. All six personality scores from the Self-Directed Search were used.

RESULTS

Multivariate analysis of variance procedures were used to test whether or not the six groups of employees differed on one or more of the 12 personality scores. The findings indicated that the personality scores tend to discriminate effectively among the occupational groups and the discrimination was consistent with Holland's theoretical framework. For example, employees scoring highest on the artistic personality scale were generally found to be working in an appropriate occupation (architect).

TITLE: Personality Characteristics and Vocational Identification

AUTHOR(S): Irvin, F.S.

SOURCE: Journal of Counseling Psychology, 1968, 15, 329-333

PROBLEM

Investigated the relationship between personality and vocational choice.

METHODS

The participants were 40 undergraduate male students enrolled in one of two major fields. Twenty students were art majors and 20 were architecture majors. The two major groups were not found to be different in regard to age or scholastic aptitude. A sentence completion test was administered to all students in order to measure five personality characteristics: self-concept, parental attitude, peer attitude, need for achievement, and learning attitude. The test included 35 sentence stems which elicited partially structured responses. The responses were scored on a five-point acceptance-to-rejection dimension. The tests were independently scored by two judges and their scores were compared. For items where the ratings were different, the judges discussed the students' responses until they agreed on a score.

RESULTS

The art and architecture groups were compared for differences on each of the five measures of personality using t-tests. The results from the tests revealed that the students majoring in art and architecture differed on all five personality characteristics. Art students were generally found to express negative attitudes toward self, parents, peers, achievement, and learning, whereas architecture students generally expressed positive attitudes in these same areas. Overall, the results provide support for the existence of a relationship between personality and vocational choice.

TITLE: Relation Between n Achievement, Test Anxiety, and
Curricular Choices

AUTHOR(S): Isaacson, R.L.

SOURCE: Journal of Abnormal and Social Psychology, 1964, 68,
447-452

PROBLEM

Evaluated the applicability of Atkinson's model of choice behavior to the choice of a college field of study.

METHODS

The participants were 109 female and 108 male senior students. These students were classified into one of three groups based on estimates of the degree of difficulty of the courses in their chosen fields of study. The three field of study groupings were titled difficult, intermediate difficulty, and easy. As entering freshmen, the students completed the Test Anxiety Questionnaire and the Test of Insight as part of a standard test battery. The measure of test anxiety was used in this study to represent a latent motive to avoid failure. The Test of Insight was used to obtain a measure of n achievement. It was predicted from Atkinson's model that students having greater n achievement scores than test anxiety scores should tend to select fields of study of intermediate difficulty and students having greater test anxiety scores than n achievement scores should tend to choose the most difficult and easy fields of study.

RESULTS

Chi-square tests were used to evaluate the data. The results indicated that the general predictions from Atkinson's model were upheld for the male students but not for the female students.

TITLE: Career Choice and Orality

AUTHOR(S): Juni, S.

SOURCE: Journal of Vocational Behavior, 1981, 19, 78-83

PROBLEM

Sought to determine whether or not a relationship exists between career choice and unresolved childhood conflicts and their derivatives.

METHODS

The participants were 68 female and 46 male undergraduate students. An index of frustrated oral needs was used as the measure of unresolved childhood conflicts and their derivatives. This index was obtained by analyzing the protocols obtained from the Rorschach test. The test was administered on slides and the students wrote a specific number of percepts per slide. Each response was categorized by a research clinician as oral or not oral using Masling's criteria. Data regarding career choice was obtained by having the students rank 22 occupational titles from most desirable to least desirable.

RESULTS

The relationship between the ranking of the careers and the index of frustrated oral needs was evaluated using correlational procedures. The data analyses revealed that the relationship exists for the female group but not for the male group.

TITLE: Perceived and Real Sex Differences in College Students' Career Planning

AUTHOR(S): Karpicke, S.

SOURCE: Journal of Counseling Psychology, 1980, 27, 240-245

PROBLEM

Part of the study examined sex differences in success avoidance, home-career conflict, and the importance of attitudes of significant members of the opposite sex as influences on college students' career planning.

METHODS

The participants for this part of the study were 80 female and 55 male undergraduate students. A special instrument was developed to measure success avoidance, home-career conflict, and the importance of attitudes of significant members of the opposite sex in influencing career plans. The instrument was administered to the students in large-group settings.

RESULTS

Discriminant analysis procedures revealed that females express more success avoidance and home-career conflict than males in relation to career planning. The sexes were not found to differ regarding the attitudes of significant members of the opposite sex. The researcher expressed caution in interpreting the two significant findings since the data suggested that overall the career planning of females was not influenced greatly by the factors success avoidance and home-career conflict. The researcher concluded that all three variables studied are relatively unimportant to the career planning of both females and males.

TITLE: Sex Differences in the Perception of Job Factors

AUTHOR(S): Keith, R.M. & Glass, L.

SOURCE: College Student Journal, 1977, 11, 43-48

PROBLEM

Part of the study examined sex differences in the importance assigned to 16 job factors.

METHODS

The participants were 531 college graduates employed in nonacademic positions. The sample included 303 females and 228 males. Information regarding the degree of importance of 16 job factors was collected using a mail questionnaire. Factor analysis of the importance ratings indicated the presence of four clusters of job factors. These clusters were labeled people-oriented, self-expression, extrinsic reward, and nonacademic preference factors.

RESULTS

Chi-square tests were used to examine differences between the sexes. Generally, the results of the tests revealed little or no differences except in the area of extrinsic rewards. For this cluster of job factors, males were found to assign more importance than females to extrinsic rewards of work. This gender effect was found for the following five job factors in the cluster: opportunity to earn a large salary; social status and prestige; greater opportunity for advancement; retirement, health care, and other benefits; opportunity to work with things rather than people.

TITLE: Relationship of Trait Anxiety to Career Decisiveness

AUTHOR(S): Kimes, H.G. & Troth, W.A.

SOURCE: Journal of Counseling Psychology, 1974, 21, 277-280

PROBLEM

Examined the relationship between trait anxiety and career decisiveness. Also investigated the relationship between trait anxiety and satisfaction with career decision.

METHODS

The participants were 829 undergraduate students. They were selected to serve as a representative sample of all undergraduate students at one university. The students completed two instruments during regularly scheduled classes. The X-2 scale of the State-Trait Anxiety Inventory was administered to measure trait anxiety. A special questionnaire was developed and administered to assess career decisiveness and satisfaction with career decision. Responses to the questionnaire were used to place each participant at one of five levels for both career decisiveness and satisfaction with career decision.

RESULTS

The data were evaluated using analysis of variance procedures. Findings from the analyses revealed that both career decisiveness and satisfaction with career decision were related to trait anxiety. Participants who were completely undecided about a career were found to be more anxiety prone than participants who had made a career decision. In regard to satisfaction with career decision, anxiety proneness was found to increase as the level of satisfaction with career decision decreased.

TITLE: Life Values and Work Values

AUTHOR(S): Kinnane, J.F.

SOURCE: Journal of Counseling Psychology, 1963, 10, 362-366

PROBLEM

Investigated the relationship between life values and work values.

METHODS

The participants were 143 undergraduate male students. All the students were freshmen enrolled in a variety of fields of study. Life values were measured by administering the Allport-Vernon-Lindzey Study of Values. This instrument was used to obtain six life value scores for each student: theoretical, economic, aesthetic, social, political, and religious. Work values were measured by administering a modified version of the Work Values Inventory. This instrument was used to obtain six work value scores for each student: heuristic-creative, security-economic, independence-variety, social-artistic, work conditions, and achievement-prestige. The authors hypothesized the existence of five major relations between life values and work values: between theoretical life values and heuristic-creative work values, economic life values and security-economic work values, social life values and social-artistic work values, aesthetic life values and independence-variety work values, and religious life values and social-artistic work values.

RESULTS

Pearson product-moment correlation coefficients were computed to examine the hypothesized relationships. The coefficients revealed support for all five hypothesized relationships between life and work values. All the relationships hypothesized and observed were positive.

TITLE: Character Structure, Vocational Interest, and Achievement

AUTHOR(S): Kipnis, D., Lane, G., & Berger, L.

SOURCE: Journal of Counseling Psychology, 1969, 16, 335-341

PROBLEM

The first study reported in the article investigated the relationship between impulsiveness and choice of major. The second study examined the relationship between impulsiveness and satisfaction with vocational choice.

METHODS

The participants in the first study were 628 undergraduate male students. A special instrument was developed and used to measure impulsiveness. Based on the scores obtained, the students were placed in one of three groups: high impulsive, middle impulsive, and low impulsive. The participants were also classified as either high ability or low ability based on their Scholastic Aptitude Test scores. The students were further grouped by college major. The participants in the second study were 60 undergraduate students from another university. Data regarding impulsiveness, ability, and major were collected. Students in the second study completed a special scale used to measure satisfaction with vocational choice.

RESULTS

Chi-square, analysis of variance, and correlational procedures were used to evaluate the data. The analyses indicated that impulsiveness is related to both choice of major and satisfaction with vocational choice. The authors concluded that the results seem to suggest that impulsive and restless students are less attracted to occupational areas that require day-to-day persistence and study, e.g., physical sciences and mathematics. The findings were described as both consistent and inconsistent with Holland's theory of vocational choice.

TITLE: Effects of Matching Treatment Approaches and Personality Types in Group Vocational Counseling

AUTHOR(S): Kivligham, D.M., Hageseth, J.A., Tipton, R.M., & McGovern, T.V.

SOURCE: Journal of Counseling Psychology, 1981, 28, 315-320

PROBLEM

Examined the effectiveness of group vocational counseling when clients are matched and not matched regarding personality type and treatment environment.

METHODS

The participants were 26 female and 14 male undergraduate students. The Vocational Preference Inventory was used to classify the participants as either people oriented or task oriented. Half the participants in each group (10 of 20) were given group vocational counseling stressing participant interaction and the other half were given vocational counseling stressing individual self-exploration. It was expected that participants whose personality types matched the treatment environment would profit more from group vocational counseling than those participants whose personality types and treatment environment were mismatched. Measures of the effectiveness of the counseling included information-seeking behaviors and career maturity. Eight categories of information seeking were assessed by phone two weeks after the counseling was completed. The Attitude Scale of the Career Maturity Inventory was administered before and after the counseling. Both treatment conditions consisted of two 2-hour sessions.

RESULTS

Analyses of covariance were employed to test the effectiveness of the counseling. Pre-counseling Career Maturity Inventory scores served as the covariate. The data analyses revealed that participants whose personality types matched the treatment environment had greater career maturity and greater number and variety of information-seeking behaviors than those participants whose personality types and treatment environment were mismatched. The findings provide some support for Holland's notion that an environment will be more satisfying, reinforcing, and conducive when it is consistent with the personality pattern held by the individual.

TITLE: Women's Acquisition of Stereotyped Occupational Aspirations

AUTHOR(S): Klemmack, D.L. & Edwards, J.N.

SOURCE: Sociology and Social Research, 1973, 57, 510-525

PROBLEM

The purpose of the study was to develop a preliminary model that would help explain the degree to which women select stereotypically feminine work roles.

METHODS

The participants were 300 undergraduate female students. The data were collected using a questionnaire. Measured by the questionnaire were father's occupational prestige, father's educational attainment, mother's educational attainment, mother's work, family size, present age, dating status, ideal age at marriage, anticipated family size, and femininity of occupational aspirations. Based on the data collected, the students were classified into one of three groups: those who aspired to work in the least feminine occupations; those who aspired to the most feminine jobs; and those who assigned first priority to being a housewife.

RESULTS

Path analysis procedures were used to evaluate the data and to develop the preliminary model. The resulting model indicates that the degree of femininity of occupational aspirations is an indirect function of family background. According to the model, marriage and family plans serve a critical mediational function in determining the type of occupation desired.

TITLE: Self-Esteem Variable in Vocational Choice

AUTHOR(S): Korman, A.K.

SOURCE: Journal of Applied Psychology, 1966, 50, 479-486

PROBLEM

Tested the notion that high-self-esteem individuals implement self more than low-self-esteem individuals in making occupational choices.

METHODS

Two studies were reported that examined this notion. The participants in the first study were 301 male undergraduate students. The data collected in the first study included measures of the students' occupational choice, self-esteem, interaction orientation, and need for job freedom. Self-esteem was assessed by administering the Ghiselli Self-Description Inventory. Data were used to classify the students into various occupational groups (e.g., accounting and sales) and into either a high- or low-self-esteem group. The participants in the second study were 7 female and 95 male undergraduate students. The data collected on these students included measures of occupational choice, self-esteem, and vocational needs. As in the first study, the Ghiselli Self-Description Inventory was used to assess self-esteem and the students were divided into high- and low-self-esteem groups.

RESULTS

The data for both studies were evaluated using t-tests. The results from the tests revealed strong support for the notion that high-self-esteem individuals use their self-perceived needs differently than low-self-esteem individuals in the vocational choice process. The findings indicated that high-self-esteem individuals make occupational choices more consistent with their self-perceived needs than low-self-esteem individuals.

TITLE: Self-Esteem as a Moderator of the Relationship Between Self-Perceived Abilities and Vocational Choice

AUTHOR(S): Korman, A.K.

SOURCE: Journal of Applied Psychology, 1967, 51, 65-67

PROBLEM

Evaluated the hypothesis that high self-esteem individuals are more likely to choose those occupations which they perceive to require their high abilities than those individuals with low self-esteem.

METHODS

The participants were 56 female and 70 male undergraduate students who had claimed to have made a fairly definitive vocational choice. Self-esteem was assessed by administering the Self-Assurance Scale of the Ghiselli Self-Description Inventory. Based on the scores, the female and male groups were divided into high- and low-self-esteem subgroups on the basis of approximately the top one-third and the bottom two-thirds of the distribution of scores. Self-perceived abilities were measured by administering the Ability Assessment Questionnaire. The Career Description Questionnaire was used to assess occupationally required abilities. Information regarding vocational choice was collected with a special questionnaire.

RESULTS

The data were examined using t-tests. The findings from the tests supported the hypothesis. High-self-esteem students were found to see themselves as more likely to meet the ability requirements of their chosen occupation than did the low-self-esteem students.

TITLE: Self-Esteem as a Moderator in Vocational Choice:
Replications and Extensions

AUTHOR(S): Korman, A.K.

SOURCE: Journal of Applied Psychology, 1969, 53, 188-192

PROBLEM

Evaluated the hypothesis that high self-esteem individuals are more likely to seek self-fulfillment in their occupational choice than are low self-esteem individuals.

METHODS

Four separate studies were conducted to examine the hypothesis. The participants in the first study were 135 male university students; 123 male university students served as the sample for the second study; 67 university students participated in the third study; and 29 females and 53 males were participants in the fourth study. Self-esteem was measured in all four studies by administering the Self-Assurance Scale of the Ghiselli Description Inventory. The participants were classified as either high or low self-esteem individuals based on the 50th percentile on national norms. Vocational choice data and various other data were obtained in each study.

RESULTS

Data analyses were conducted using t-tests. The findings of all four studies were described as supportive of the hypothesis that self-esteem operates as a moderator of the occupational choice process. The results revealed the trend that people differing in self-esteem choose occupations differently and these differences are consistent with the hypothesis.

TITLE: Policies of Organizational Choice at Different Vocational Life Stages

AUTHOR(S): Krausz, M.

SOURCE: Vocational Guidance Quarterly, 1982, 31, 60-68

PROBLEM

Sought to determine whether or not people at different life stages differ in regard to the weights they attribute to different work values.

METHODS

The participants were 210 students taking MBA classes and 23 full-time employees from various organizations. Of the total sample, 45 were females and 188 were males. Additionally, 149 of the participants were employed full-time. The sample was divided into 46 participants who were 24 years old or less; 86 participants between the ages of 25 and 30; 39 participants who were 31 to 34 years old; and 62 participants who were 35 or older. Data regarding work values were obtained by having the participants rate 60 passages describing hypothetical organizations. The rating for each passage was on a seven-point scale ranging from "definitely do not want to join" to "definitely do want to join." Each organizational description contained a specified combination of six work values: flexibility, salary, security, advancement, responsibility, and growth.

RESULTS

Multivariate and univariate analysis of variance procedures were used to compare the weights given to different work values by the four life stage groups. The results of the analyses revealed the existence of differences in the importance of work values among the various life stage groups.

TITLE: Effect of Training in Rational Decision Making on the
Quality of Simulated Career Decisions

AUTHOR(S): Krumboltz, J.D., Scherba, D.S., Hamel, D.A., &
Mitchell, L.K.

SOURCE: Journal of Counseling Psychology, 1982, 29, 618-625

PROBLEM

Evaluated the influence of training in rational decision making on career decision-making approach.

METHODS

The participants were 147 community college students, 99 females and 48 males. The students were randomly assigned to either an experimental training group or to a placebo control group. The 90-minute training, which attempted to teach rational decision making, was designed around a seven step decision-making model developed by Krumboltz and Hamel. The seven steps of this model are defining the problem, establishing an action plan, clarifying values, identifying alternatives, discovering probable outcomes, eliminating alternatives systematically, and starting action. A paper-and-pencil test of knowledge about career decision-making skills and the Career Decision Simulation were used to evaluate the effectiveness of the training.

RESULTS

Analysis of variance procedures were used to examine both sets of effectiveness data. The analyses revealed that overall the age and sex of the students accounted for more variance than did the decision-making training. One significant finding was that females who received the training knew more about establishing an action plan than females who had not received the training. This relationship was not found for males. Another significant finding was that the training resulted in the improvement of simulated career choices by females and younger males.

TITLE: Holland's Vocational Models: A Study of Work Groups and Need Satisfaction

AUTHOR(S): Lacey, D.W.

SOURCE: Journal of Vocational Behavior, 1971, 1, 105-122

PROBLEM

Evaluated the applicability of Holland's theory of vocational choice for employed men.

METHODS

The participants were 230 males who worked in occupational environments which corresponded to one of six Holland types. There were 29 project engineers (realistic); 31 research chemists and 29 computer programmers (intellectual); 28 high school teachers (social); 29 actuaries (conventional); 30 bank executives and 30 insurance company executives (enterprising); and 24 college English professors and music teachers (artistic). All the participants had earned at least a baccalaureate degree. The participants completed Holland's Vocational Preference Inventory which provided scores for six personality orientations: realistic, intellectual, social, conventional, enterprising, and artistic.

RESULTS

Analysis of variance procedures were used to examine whether the various groups of workers differed on one or more of the personality orientation scores. The findings indicated that with the exception of the realistic scores, the five remaining scores differentiated the various groups in a manner consistent with Holland's theory. The author concluded that the results provided convincing support for the validity of Holland's theory of vocational choice for employed men.

TITLE: Cognitive Differentiation in Women and Pioneer-Traditional Vocational Choices

AUTHOR(S): Lawlis, G.F. & Crawford, J.D.

SOURCE: Journal of Vocational Behavior, 1975, 6, 263-267

PROBLEM

Investigated the relationship between cognitive complexity of social relationships and choice of traditional or nontraditional career fields.

METHODS

The participants were 83 undergraduate female students. The students were all white and seniors in their fields of study. Those students majoring in traditional female fields were identified as traditionals and those majoring in male-dominated fields were identified as pioneers. Traditional female fields were defined as those in which at least 60 percent of the graduates were female. Male-dominated fields were identified as those in which there were 40 percent or fewer female graduates. Cognitive complexity of social relationships was measured by administering a modified version of the Vocational Cognitive Complexity Grid developed by Bodden.

RESULTS

A t-test was used to compare the level of cognitive complexity of social relationships between the traditionals and the pioneers. The test result provided support for the existence of a relationship between cognitive complexity of social relationships and choice of a traditional or pioneer career field. It was found that pioneer females were more cognitively complex in social relationships than traditional females. The authors concluded that the finding supports the hypothesis that interpersonal complexity is a factor in vocational choice.

TITLE: Self-Esteem, Self-Consistency, and Second Vocational Choice

AUTHOR(S): Leonard, R.L., Walsh, W.B., & Osipow, S.H.

SOURCE: Journal of Counseling Psychology, 1973, 20, 91-93

PROBLEM

Evaluated the notion that individuals high in self-esteem will make second vocational choices that are more consistent with their self-concepts than individuals low in self-esteem.

METHODS

The participants were 85 undergraduate male students who indicated that they were unlikely to change their occupational choice. They were asked to indicate what their second occupational choice would be and completed the Vocational Preference Inventory (VPI) and the Ghiselli Self-Assurance Inventory Index. The scores from the latter were used to place the participants in either a high self-esteem group (n=43) or a low self-esteem group (n=42). The number of students in each self-esteem group having consistent and inconsistent second vocational choices was determined. A student was counted as consistent if the second choice was consistent with the person's primary or secondary personality orientation, as measured by the VPI.

RESULTS

The number of consistent and inconsistent choices for both self-esteem groups were evaluated using a chi-square procedure. The analyses indicated support for the two research hypotheses. High self-esteem students were found to have more consistent second choices than inconsistent second choices. Low self-esteem students were found to have about as many consistent second choices as inconsistent second choices.

TITLE: Role Model Influencers of Nontraditional Professional Women

AUTHOR(S): Lunneborg, P.W.

SOURCE: Journal of Vocational Behavior, 1982, 20, 276-281

PROBLEM

Evaluated the hypothesis that women's choices of nontraditional careers are congruent with their immediate family environment.

METHODS

The participants were 142 female college graduates who were either pursuing an advanced degree or a career in a nontraditional field. Nontraditional field was defined as a male-dominated occupational area. The participants were sent the Nontraditional Career Survey through the mail. The Survey included 30 items measuring background variables, such as age, marital status, and father's and mother's educations and occupations. Also included in the Survey were a version of Basow's Influence of Role Model Scale and open-ended questions dealing with actual behaviors through which significant others influenced the participants.

RESULTS

The data were examined using t-tests. The findings revealed that parents, siblings, teachers, friends, and other adults influenced the participants toward nontraditional fields. There was no evidence that females were more influential than males. The author described the results as supporting previous research that suggested that nontraditional careers are fostered more by identification with and emotional support of both parents rather than either mother or father.

TITLE: Factors Associated With the Choice of a Typical or
Atypical Curriculum Among College Women

AUTHOR(S): Lyson, T.A.

SOURCE: Sociology and Social Research, 1980, 64, 559-571

PROBLEM

Sought to determine whether the choice of a typical or atypical college major is related to family background, significant other influence, and educational and work experiences.

METHODS

The participants were 544 female undergraduate students majoring in agriculture and 820 female undergraduate students majoring in home economics at several southern land grant universities. Those students majoring in agriculture were classified as having made an atypical curriculum choice while those majoring in home economics were classified as having made a typical curriculum choice. Data regarding students' family background, significant other influence, and educational and work experiences were obtained with a questionnaire.

RESULTS

Stepwise discriminant analysis procedures were used to evaluate the data. The results revealed that significant other influence and educational and work experiences are closely associated with the choice of a typical or atypical college major, while family background factors are only weakly related to major choice. The findings indicated that students in both majors came from remarkably similar social and economic backgrounds.

TITLE: Sex-role Attitudes, Curriculum Choice, and Career Ambition: A Comparison Between Women in Typical and Atypical College Majors

AUTHOR(S): Lyson, T.A. & Brown, S.S.

SOURCE: Journal of Vocational Behavior, 1982, 20, 366-375

PROBLEM

Investigated whether sex-role attitude is related to choice of college field of study and career ambition.

METHODS

The participants were 975 female undergraduate students. Represented in the sample were 363 students enrolled in the field of agriculture (considered a nontraditional choice) and 612 students enrolled in the field of home economics (considered a traditional choice) from several southern universities. All the students were either juniors or seniors. A mail questionnaire was used to collect data. Sex-role attitude was assessed by nine Likert items dealing with issues of social and economic equality between men and women and appropriate work and family roles for women. Educational and occupational aspirations and expectations were measured by four questions. Responses to the occupational aspiration and expectation questions were coded from 0 to 99 based on combined average levels of education and income for the identified occupation.

RESULTS

Correlational procedures were used to evaluate the data. The findings of the analyses indicated that sex-role attitude is only weakly associated with choice of college field of study but is related to career ambitions for females in sex-typical and sex-atypical areas of study. As expected, higher career ambitions were found to be associated with nontraditional sex-role beliefs.

TITLE: Fear of Failure and Unrealistic Vocational Aspiration

AUTHOR(S): Mahone, C.H.

SOURCE: Journal of Abnormal and Social Psychology, 1960, 60, 253-261

PROBLEM

Sought to determine whether fear of failure is a determinant of unrealistic vocational aspiration.

METHODS

The participants were 135 male undergraduate students who were classified as realistic or unrealistic in vocational aspiration on the basis of four different criteria: judgments by clinical psychologists based on the discrepancy between measured ability and the ability judged to be required in the selected occupational area; the discrepancy between the student's estimates of his abilities and those required in his selected vocation; the inaccuracy in estimating his ability; the discrepancy between the student's interest pattern and his vocational ability. Measures of both positive and negative achievement motivation were used to operationalize the fear of failure variable. The Achievement Test was used to assess positive achievement motivation and Alpert's Debilitating Anxiety Scale was used to assess negative achievement motivation.

RESULTS

Chi-square tests were used to evaluate the data. The test results were described as clearly supporting the notion that fear of failure is a determinant of unrealistic vocational aspiration. It was found that regardless of which criteria was used for classifying the students, the unrealistic group was lower in achievement motivation and higher in achievement-related anxiety than the realistic group.

TITLE: The Relationship of Vocational Decidedness and Satisfaction with Dogmatism and Self-esteem

AUTHOR(S): Maier, D. & Herman, A.

SOURCE: Journal of Vocational Behavior, 1974, 5, 95-102

PROBLEM

Part of the study examined whether or not dogmatism and self-esteem are related to vocational decidedness.

METHODS

The participants were 141 freshmen. Form E of the Rokeach Dogmatism Scale was administered to measure dogmatism. The Tennessee Self-Concept Scale was administered to assess self-esteem. The total positive score from the Scale served as the measure of self-esteem. A special questionnaire was developed and used to assess vocational decidedness. Students were classified on the basis of their responses to the questionnaire as either decided, tentatively decided, or undecided.

RESULTS

Multivariate analysis of variance procedures were used to evaluate the data. The results of the analyses indicated support for the notion that vocational decidedness is related to both dogmatism and self-esteem. The undecided group of students was found to have higher amounts of dogmatism and lower amounts of self-esteem than either the decided group or tentatively decided group. The authors suggested that these findings indicate that the undecided student attaches higher than usual importance to the opinions and values of others.

TITLE: Self-Esteem, Self-Perceived Abilities, and Vocational Choice

AUTHOR(S): Mansfield, R.

SOURCE: Journal of Vocational Behavior, 1973, 3, 433-441

PROBLEM

Evaluated the theory that self-esteem acts as a moderating variable in the occupational choice process.

METHODS

The participants were 206 undergraduate students from one university. Self-esteem was measured by administering the Self-Confidence Scale developed by Rosenberg. Based on the obtained scores, each student was classified into either a high or low self-esteem group. Eighty-two students were classified in the high group and 124 in the low group. Self-perceived abilities were assessed by having the students identify which abilities from a list of 15 abilities (e.g., an ability to express yourself and leadership ability) they felt they possessed to a satisfactory degree. They were instructed to identify as many abilities as they wanted. The abilities the students perceived as being required in their chosen occupation were measured using the same list of 15 abilities and having them identify which abilities they felt are essential to their chosen occupation.

RESULTS

The data were evaluated using chi-square procedures. The results did not support the theory that self-esteem moderates the occupational choice process. The findings were described instead as consistent with the self-implementation theory of vocational choice. The most important result of the study was that high self-esteem students were found to see themselves as possessing the abilities they saw as necessary in their chosen occupations more often than low self-esteem students.

TITLE: Relationship of Achievement Motivation and Sex-role
Identity to College Women's Career Orientation

AUTHOR(S): Marshall, S.J. & Wijting, J.P.

SOURCE: Journal of Vocational Behavior, 1980, 16, 299-311

PROBLEM

Examined the hypothesis that career centeredness (orientation towards placing career above other life activities) and career commitment (intention to pursue a career throughout life) are differentially related to achievement motivation and sex-role identity.

METHODS

The participants were 335 undergraduate female students. All the students were either juniors or seniors and were neither currently married nor previously married. Achievement motivation was measured by administering the Self Descriptive Questionnaire. Sex-role identity was measured by administering the Bem Sex Role Inventory. The students also answered several career orientation questions. The answers to these questions served as the source of data for the career centeredness and career commitment variables. Information regarding year in school, college major, parent's occupation and age was collected for each student. The students were classified as either androgynous, feminine, masculine, or undifferentiated based on their sex-role identity scores.

RESULTS

Correlational and analysis of variance procedures were used to evaluate the data. The findings from the analyses revealed differential relationships of sex-role identity and achievement motivation to the two career orientation factors studied. It was found that career centeredness was generally more characteristic of masculine female students and correlated higher with achievement motivation than did career commitment.

TITLE: Political Orientation and Occupational Values of College Youth

AUTHOR(S): McFalls, J.A. & Gallagher, B.J.

SOURCE: Adolescence, 1979, 14, 641-655

PROBLEM

Sought to determine whether political orientation and occupational values are related in a sample of individuals who have not yet entered the labor force.

METHODS

The participants were 200 white, male, middle-class, college seniors majoring in liberal arts. Based on responses to several questionnaire items, the students were classified into one of four political orientation groups: conservatives, moderates, liberals, and radicals. The groups were described as representing points on a continuum of political orientation. The fifty students in each group answered a variety of questions regarding occupational values and preferences.

RESULTS

Chi-square tests were used to examine the data. Overall, the results of the tests were described as supporting the hypothesis that political orientation is related to occupational values prior to labor force participation. It was found that occupational values varied widely among the four groups of students. Particularly large differences were found between the radical group and all the other groups.

TITLE: Occupational Choice of Graduate Students in Psychology as a Function of Early Parent-Child Interactions

AUTHOR(S): Medvene, A.M.

SOURCE: Journal of Counseling Psychology, 1969, 16, 385-389

PROBLEM

Investigated the relationship between early parent-child relations and subsequent occupational choice.

METHODS

The participants were 461 male graduate students majoring in psychology. Students pursuing the doctoral degree numbered 321. All participants were classified as specializing in either person-oriented or non-person-oriented fields of psychology. Person-oriented fields included such programs as clinical and counseling psychology. Non-person-oriented fields included such programs as experimental and engineering psychology. Parental dominance was measured using Roe and Siegelman's Biographical Questionnaire. Perceived parental attitudes were measured by administering the Family Relations Inventory. Based on the combination of the Questionnaire and Inventory scores, the students were classified into six groups. For example, one group was labeled son-father-accepting. Students placed in this group viewed the father as dominant and perceived him as accepting.

RESULTS

Chi-square procedures were used to evaluate the data. The analyses revealed that students who saw their father as the dominant parental figure and viewed him as either concentrating or accepting entered person-oriented fields. Doctoral students who viewed either parent as avoiding entered non-person-oriented fields. From these findings, the author concluded that a relationship between early parent-child relations and subsequent occupational choice does exist. The results provide support to Roe's theory that the major variable in the individual's selection of an occupation is the family atmosphere experienced during childhood.

TITLE: Perceived Parental Attitudes and Choice of Vocational Speciality Area Among Male Engineering Students

AUTHOR(S): Medvene, A.M. & Shueman, S.A.

SOURCE: Journal of Vocational Behavior, 1978, 12, 208-216

PROBLEM

Investigated the relationship between choice of major job functions and early parent-child interactions.

METHODS

The participants were 340 male engineering students from five universities. Eighty-five were majoring in aerospace engineering, 89 in chemical, 83 in electrical, and 83 in mechanical. Perceived parental attitudes were measured by administering the Family Relations Inventory. The Inventory yields six scores: father avoidance, father acceptance, father concentration, mother avoidance, mother acceptance, and mother concentration. Based on these scores, the students were classified as having a dominant parent that was accepting, concentrating, or avoiding. Parental dominance was assessed by administering Roe and Siegelman's Biographical Questionnaire. Scores from this instrument were used to identify which parent was dominant, i.e., the greatest influence on decision making. Based on the students' responses to a question, they were further classified into one of four major job functions: basic research, applied research and design, product and process, and sales and technical service.

RESULTS

Chi-square tests were used to evaluate the data. The test results revealed the existence of the hypothesized relation between early parent-child interactions and choice of a job function. It was found that students choosing a sales and technical service job function were more likely to have an accepting dominant parent, whereas those students choosing the other three job functions were more likely to have an avoiding dominant parent. The authors concluded that the results support Roe's notion that individuals reared in families with an avoiding dominant parent develop interest towards non-person-oriented occupations.

TITLE: Impact of a Counseling Outreach Workshop on Vocational Development

AUTHOR(S): Mencke, R.A. & Cochran, D.J.

SOURCE: Journal of Counseling Psychology, 1974, 21, 185-190

PROBLEM

Evaluated the effectiveness of a structured workshop designed to teach individuals how to assume responsibility for influencing and creating their own vocational future.

METHODS

The participants were 64 undergraduate male students. The students were randomly assigned to one of four groups of a Solomon four-group design. The two experimental groups received the treatment which consisted of reading case study materials on vocational development, participating in a structured workshop, and taking a self-scored and interpreted interest test. Ten different exercises comprised the structured workshop. The exercises required the participants to assess their past experiences, present life roles, long-range goals, and vocational interests. Attitudinal and behavioral data were collected to evaluate the effectiveness of the treatment. One experimental and one control group were pretested for attitudes. All four groups were post-tested for attitudes and behavior.

RESULTS

Analysis of variance and chi-square procedures were used to examine the data. The findings from the analyses revealed that the life-planning workshops had little influence on attitudes but a substantial influence on behaviors. Participants taking the workshop tended to take more responsibility for career decision making than participants not taking the workshop. The treatment groups exhibited more information-seeking behaviors than the control groups. Participants taking the workshop were also found to consider careers and college majors more congruent with their measured interests than those considered by participants who had not experienced the workshop.

TITLE: Counseling for Indecisiveness: Problem-Solving and Anxiety-Management Training

AUTHOR(S): Mendonia, J.D. & Siess, T.F.

SOURCE: Journal of Counseling Psychology, 1976, 23, 339-347

PROBLEM

Evaluated the relative effectiveness of various counseling procedures in reducing vocational indecision anxiety.

METHODS

The participants were 10 female and 22 male undergraduate students who were identified as experiencing vocational indecision anxiety based on their scores on the Inventory of Anxiety in Decision Making. The participants were randomly assigned to three treatment groups and two control groups. Seven were assigned to an anxiety-management treatment group, six to a problem-solving treatment group, six to a combination treatment group involving both anxiety-management and problem-solving training, seven to a discussion placebo control group, and six to a non-treatment control group. Seven one-hour sessions were used to administer the treatments. Seven different measures were used to evaluate the relative effectiveness of the various counseling approaches. Two of these measures, awareness of career plans and vocational exploratory behavior, were considered "outcome" variables. The other five measures assessed "process" variables such as level of anxiety and problem-solving ability.

RESULTS

Analyses of variance and covariance were used to evaluate the obtained data. The analyses revealed that the combination treatment was more effective than the individual treatments in reducing vocational indecision anxiety as measured by awareness of career plans, vocational exploratory behavior, and problem-solving behavior. The authors concluded that vocational indecision seems to be due in part to deficiencies in problem-solving and execution of chosen alternatives.

TITLE: Relationship of Vocational Maturity to Work Values

AUTHOR(S): Miller, M.F.

SOURCE: Journal of Vocational Behavior, 1974, 5, 367-371

PROBLEM

Investigated whether or not a relationship exists between vocational maturity and work values.

METHODS

The participants were 38 female and 24 male community college students. All students were administered the Attitude Scale of Crites' Vocational Development Inventory and Super's Work Values Inventory. The 15 scales from the Work Values Inventory were classified as relating to either intrinsic work values or extrinsic work values. The achievement, altruism, creativity, aesthetics, intellectual stimulation, and management scale scores were considered measures of intrinsic work values. The associates, economic returns, independence, prestige, security, supervisory relations, surroundings, variety, and way of life scale scores were considered measures of extrinsic work values.

RESULTS

Correlational and t-test procedures were used to examine the data. The findings revealed that vocational maturity is positively related to differentiation of work values for females but not for males. Greater vocational maturity among females was found to be associated with greater differentiation of work values. Other results provided support for the existence of a negative relationship between vocational maturity and extrinsic work values. The notion that vocational maturity is positively related to intrinsic work values was not supported by the data.

TITLE: Interest Pattern Structure and Personality Characteristics of Clients Who Seek Career Information

AUTHOR(S): Miller, M.F.

SOURCE: Vocational Guidance Quarterly, 1982, 31, 28-35

PROBLEM

Part of the study evaluated the hypothesis that the amount of career information-seeking behavior is related to personality characteristics.

METHODS

The participants were 26 females and 22 males attending a community college. All the students had requested career counseling and testing. The amount of career information-seeking behavior was assessed using an instrument developed especially for this study. This instrument listed 20 sources of career information and the students were asked to check those they had used during the past year. The Strong-Campbell Interest Inventory was used to provide measures of two selected personality variables: self-esteem and occupational extroversion.

RESULTS

Correlational procedures were used to examine the data. The findings revealed support for the hypothesis that there exists a relationship between personality and career information-seeking behavior. It was found that the amount of information seeking varied with both self-esteem and occupational extroversion.

TITLE: A Conditional Logit Model of Collegiate Major Choice

AUTHOR(S): Milley, D.J. & Bee, R.H.

SOURCE: Journal of Vocational Behavior, 1982, 20, 81-92

PROBLEM

Part of the article presents research conducted to evaluate the applicability of a conditional model in predicting choice of a college major.

METHODS

The model proposed by the authors hypothesizes a link between student environment and student preference structure and then between student preference structure and student major selection. The outputs of a college major included in the model are: the income earning potential, ease of obtaining a job, social status, difficulty of obtaining a degree, and academic reputation of the department. According to the model, the environment is one of the basic determinants of preference for these outputs of a major. Furthermore, students select college majors which rank highest in terms of perceived satisfaction. The validity of the model was evaluated on a sample of 239 undergraduate students. A special instrument was developed and sent to the students. The questionnaire measured the students' demographic characteristics, attitudes toward outputs of various majors, and quantity of outputs provided by each major.

RESULTS

The model was expressed as two mathematical equations and estimates were obtained from the collected data. The authors concluded from the evaluation of the model that it cannot be rejected based upon the data obtained on the sample of students.

TITLE: Sex-Role Self-Concept and Career Decision Making

AUTHOR(S): Moreland, J.R., Harren, V.A., Montague, E., & Tinsley, H.

SOURCE: Journal of Counseling Psychology, 1979, 26, 329-336

PROBLEM

Part of the study examined the influence of sex-role self-concepts on the progress of college students' choice of a major and an occupation. Also investigated was their use of both rational and intuitive decision-making styles in making these choices.

METHODS

The participants were 578 undergraduate students. The proportion of females to males was approximately equal. Participants were tested in groups ranging in size from 30 to 65. The Assessment of Career Decision Making was used to measure progress in the choice of a major and an occupation and to assess the decision-making styles of the participants. The Bem Sex-Role Inventory was used to measure sex-role self-concept.

RESULTS

The data were analyzed using analysis of variance and multiple regression procedures. The analyses revealed that sex-role self-concept was related to progress in the choice of a major and an occupation, but the pattern of results were different for females and males. Sex-role self-concept was found to be related to both styles for females. For the males, sex-role self-concept was found to be related only to the rational decision-making style. The authors point out that although a significant relationship was found between self-concepts and progress in making career decisions, the actual effect of the self-concept variable was rather small.

TITLE: A Test of Holland's Theory of Vocational Choice

AUTHOR(S): Morrow, J.M.

SOURCE: Journal of Counseling Psychology, 1971, 18, 422-425

PROBLEM

Investigated the applicability of Holland's theory in predicting satisfaction with college major choice.

METHODS

The participants were 61 female and 86 male undergraduate students majoring in mathematics and 122 females and 54 males majoring in sociology. Mathematics and sociology represent two dissimilar environments according to Holland's scheme. All students were either juniors or seniors. Participants were assigned to one of six personality classifications based on their scores on the Vocational Preference Inventory. A special questionnaire was developed and used to assess satisfaction with choice of college major. It was expected that students who had made congruent choices of majors would express greater satisfaction than students who made incongruent choices. Students making congruent choices of majors were defined as mathematics majors classified as being intellectual personality types and sociology majors classified as being social personality types.

RESULTS

Analysis of variance on satisfaction scores was completed for both major groups. The analyses revealed the expected relationship between personality type and satisfaction with choice of college major among students majoring in mathematics. The expected relationship was not found among students majoring in sociology. Further analysis of the data with t-tests revealed some support for the expected relationship in the sociology area. The author concluded that Holland's theory has sufficient validity for predicting satisfaction with choice of college major.

TITLE: Fathers' Occupations and Student Vocational Choices

AUTHOR(S): Nelson, E.

SOURCE: School and Society, 1939, 50, 572-576

PROBLEM

Part of the study examined the relationship between fathers' occupations and college students' vocational choices.

METHODS

The participants were 3,211 female and male undergraduate students from 18 colleges and universities. A brief questionnaire was used to collect information regarding the students' vocational choices and their fathers' occupations. Fourteen specific vocational areas were used to classify the data, eg.g., banking, engineering, and teaching.

RESULTS

The data were evaluated using chi-square procedures. The findings from the analyses indicated that the vocational choices of college students were related to the occupations of their fathers. It was found that the collegians chose the vocation of their fathers more often than could be accounted for on the basis of chance alone.

TITLE: MMPI Personality Patterns for Various College Major Groups

AUTHOR(S): Norman, R.D. & Redlo, M.

SOURCE: Journal of Applied Psychology, 1952, 36, 404-409

PROBLEM

Investigated whether personality characteristics are related to choice of a college field of study.

METHODS

The participants were 149 male seniors and graduate students classified into one of seven college major groups: psychology-sociology, 20; mathematics-chemistry-physics, 18; engineering, 29; anthropology, 22; business administration, 23; art-music, 17; geology, 8. The other 12 students made up a miscellaneous group. All the students completed the Minnesota Multiphasic Personality Inventory which served as the source of scores for 12 personality traits and a questionnaire which assessed the degree of satisfaction with their major and which major they would choose if they could reselect their field of study.

RESULTS

The data were examined using t-tests. The findings of the tests suggested the existence of a relationship between personality characteristics and choice of a college major. Differences between college major groups were found for 10 of the 12 measures of personality. Another interesting finding of this study was that students who were classified as strongly satisfied with their major differed from students classified as satisfied and less on two personality traits.

TITLE: Achievement and Affiliation Motivation in Career-Oriented and Homemaking-Oriented College Women

AUTHOR(S): Oliver, L.W.

SOURCE: Journal of Vocational Behavior, 1974, 4, 275-281

PROBLEM

Evaluated the notion that females' career and homemaking orientations are related to the interaction between need for achievement and need for affiliation.

METHODS

Two separate studies were conducted to study this relationship. In the first study the participants were 250 undergraduate female students and in the second study the participants were 257 undergraduate female students. The same procedures were used to collect and analyze data in both studies. A modified version of a questionnaire developed by Hoyt and Kennedy was administered to assess career/homemaking orientation. The data from this instrument was used to classify the students as either career-oriented or homemaking-oriented. There were 93 career-oriented and 157 homemaking-oriented students in the first study and 86 career-oriented and 171 homemaking-oriented students in the second study. Need for achievement and need for affiliation were measured by administering the Adjective Checklist.

RESULTS

The data were examined using analysis of variance procedures. The results from both studies supported the hypothesis that career and homemaking orientations are related to the interaction between achievement and affiliation motivation. The findings revealed support for the idea that career orientation is associated with high need for achievement and low need for affiliation, whereas homemaking orientation is associated with high need for affiliation and low need for achievement.

TITLE: The Relationship of Parental Attitudes and Parental Identification to Career and Homemaking Orientation in College Women

AUTHOR(S): Oliver, L.W.

SOURCE: Journal of Vocational Behavior, 1975, 7, 1-12

PROBLEM

Sought to determine whether or not career and homemaking orientations are related to parental attitudes and identification.

METHODS

The participants were 147 undergraduate female students, primarily freshmen and sophomores. Several instruments were administered to small groups of about 20 students. Two sessions, one week apart, were used for data collection. A modified version of a questionnaire developed by Hoyt and Kennedy was used to measure career and homemaking orientations. The Brunkan and Crites Family Relations Inventory was used to assess parental attitudes. Parental identification was determined by administering the Identification Scale developed by Heilbrun. The Adjective Checklist was used to obtain data on need for achievement and need for affiliation. Based on the need for achievement and affiliation data and the data from the revised Hoyt and Kennedy questionnaire, 37 student were classified as career oriented and 37 as homemaking oriented.

RESULTS

Analysis of variance and t-test procedures were used to evaluate the data. The findings from the analyses suggested that the female student's father is more important than her mother in influencing her degree of career commitment. Career-oriented students perceived their fathers as less accepting and were more highly father-identified than the homemaking-oriented students. The author concluded that the results supported the notion that antecedent family variables influence the development of motivational patterns which are associated with career and homemaking orientations.

TITLE: Factors, Correlates, and Problem Areas Affecting Career Decision Making of a Cross-Sectional Sample of Students

AUTHOR(S): O'Neil, J.M., Ohlde, C., Tollefson, N., Piggott, T., Barke, C., & Watts, D.

SOURCE: Journal of Counseling Psychology, 1980, 27, 571-580

PROBLEM

Evaluated the impact of numerous factors thought to influence the career decision-making process.

METHODS

The participants were 836 female and 600 male students from one high school and two universities. There were 177 high school students, 215 graduate students, and the remainder were undergraduate students. All the participants completed the Career Factor Checklist which includes 27 factors divided into six groups. The Checklist asks the respondents to indicate on a five-point scale the degree to which each factor influences their career decision making. These 27 factors are familial factors, including early childhood experiences, mother as a role model, and father as a role model; societal factors, including educational experiences, peer group influences, and mass media; individual factors, including self-expectations, abilities, interests, attitudes, and achievement needs; socioeconomic factors, including social class, race, sex discrimination, and supply and demand of jobs; situational factors, including chance and the course of least resistance; and psychosocial-emotional factors, including fear of failure, fear of success, lack of confidence, lack of assertiveness, and role conflict.

RESULTS

Factor analysis identified six major factors, corresponding to the six factor groupings on the Checklist, which are major determinants in the career decision-making process. These findings were reported to be consistent with career development theorists' notions that multiple factors affect career decisions. It was also found that the perceived effect of several of the major factors varies with sex and year in school.

TITLE: The Relationship Between Certain Self-Constructs and Occupational Preferences

AUTHOR(S): Oppenheimer, E.A.

SOURCE: Journal of Counseling Psychology, 1966, 13, 191-197

PROBLEM:

Sought to clarify the relationship between self-concepts and occupational preferences.

METHODS

The participants were 81 male undergraduate students. A special instrument was developed and used to measure occupational preferences. This instrument required the students to rate 50 occupations on a seven-point scale. Self-concept and self-esteem scores were obtained from administering the Modified Repertory Test. It was predicted that self-concept would be more closely related to preferred occupations than to nonpreferred occupations. Preferred occupations were defined as occupations receiving the two highest ratings. Nonpreferred occupations were defined as occupations receiving the two lowest ratings.

RESULTS

Mann-Whitney U test and correlational procedures were used to evaluate the data. As predicted, the analyses revealed that self-concept was more closely related to preferred occupations than to nonpreferred occupations. It was also found that students with low self-esteem seemed to prefer occupations perceived as congruent with their ideal self-concepts rather than occupations perceived as congruent with their self-concepts. The author concluded that his findings seem to suggest that students who are dissatisfied with themselves also tend to be dissatisfied with occupations that are congruent with their self-concepts. The author further speculated that students who are dissatisfied with themselves also tend to concentrate on their ideal self-concepts rather than their self-concepts in forming occupational preferences.

TITLE: Physiognomic Perception and Educational-Vocational Preference

AUTHOR(S): Ormont, R.J.

SOURCE: Perceptual and Motor Skills, 1978, 46, 603-610

PROBLEM

Part of the study sought to determine whether physiognomic perception, a cognitive style relating to the extent to which people attribute an emotional quality to inanimate objects, is related to choice of field of study or vocational indecision.

METHODS

The participants were 183 students from a community college. There were 130 females and 53 males in the sample. Information collected with a questionnaire was used to classify the students into one of seven fields of study (e.g., psychology and nursing) or into an undecided group. Physiognomic perception was measured by administering the Stein Physiognomic Cue Test. The instrument yields two scores representing two different dimensions of physiognomic perception.

RESULTS

The data were evaluated using analysis of variance procedures. The results supported the hypothesis that students selecting various fields of study differ as a function of physiognomic tendencies. Psychology and liberal arts students were found to score higher on the physiognomic factor relating to "feelings" than did nursing, business, technology, and undecided students.

TITLE: A Study of Individual Characteristics and Career Aspirations

AUTHOR(S): Ory, J.C. & Helfrich, L.M.

SOURCE: The Vocational Guidance Quarterly, 1978, 27, 43-49

PROBLEM:

Investigated the relationship between various individual characteristics and career aspiration. The individual characteristics studied included sex, achievement motivation, sex-role attitude, and marital plans.

METHODS

The participants were 68 female and 63 male undergraduate students. All participants were identified as honor students based on their National Merit scores. The students completed a questionnaire designed to collect demographic data and information regarding educational and career goals. Based on the information collected, the students were classified as either aspiring toward a professional career (e.g., doctor or lawyer) or a nonprofessional career (e.g., homemaker or lab technician). All participants completed the Opinion Reaction Inventory which was used to measure achievement motivation. The female participants also completed the revised Fand Sex-Role Attitude Inventory which was used to measure sex-role attitude.

RESULTS

A multiple regression analysis was completed to predict career aspiration (professional or nonprofessional). The student's sex was found to be the best single predictor of career aspirations. The data indicated that it was far more common for males to aspire to professional careers. An analysis of variance revealed that females aspiring toward professional or nonprofessional careers differ in regards to their sex-role attitude. Those females who had less traditional attitudes were found to favor professional careers.

TITLE: Cognitive Styles and Educational-Vocational Preferences and Selection

AUTHOR(S): Osipow, S.H.

SOURCE: Journal of Counseling Psychology, 1969, 16, 534-546

PROBLEM

Part of the study examined the relationship between cognitive styles and field of college study and the relationship between cognitive styles and ease of vocational selection.

METHODS

The participants were four groups of female and two groups of male undergraduate students from two universities. In addition, one group of female nursing students also participated in the study. The groups represented different fields of study. A total of 365 students served as the participants in this study. Cognitive style was measured using four instruments. One instrument called Word Similarity was used to measure criticalness. Another instrument called Object Sort was used to assess conceptual bandwidth. A third instrument was used to measure tendency to express extreme responses. The fourth instrument was the Closure Flexibility Test and it was used to assess field dependence-independence. A brief questionnaire was used to measure ease of vocational selection.

RESULTS

Analysis of variance, t-test, and chi-square procedures were used to examine the data. The analyses revealed numerous findings to suggest that cognitive styles and field of college study are related. These results led the author to speculate that distinctive events associated with the development of cognitive styles may be also related to the vocational typologies proposed by Holland. The results of the analyses lent little support to the hypothesis that cognitive styles are related to ease of vocational selection.

TITLE: Personality Types and Vocational Choice: A Test of Holland's Theory

AUTHOR(S): Osipow, S.H., Ashby, J.D., & Wall, H.W.

SOURCE: Personnel and Guidance Journal, 1966, 45, 37-42

PROBLEM

Studied the relationship between personality styles and vocational choices in order to test Holland's theory of occupational choice.

METHODS

The participants were 228 entering freshmen classified into one of three groups (decided, tentative, and undecided) based on the degree of certainty of their educational and vocational goals. The decided group included 27 females and 81 males. Twelve females and 79 males were in the tentative group. The undecided group was comprised of 3 females and 26 males. How well each of Holland's six personality types described the students was obtained through self-reported ratings and rankings. The reported career preference for each student was classified in one of Holland's six categories.

RESULTS

Analysis of variance, chi-square, and correlational procedures were used to examine the personality and vocational choice data several ways. While not all the results were predicted by Holland's theory, the authors concluded that the findings were consistent enough to indicate that the personality identifications these students made in Holland's frame of reference were related to their initial vocational choice. Overall, this conclusion is generally supportive of the prediction that students choose occupations consistent with their personality type.

TITLE: Intrapsychic Factors Influencing Career Aspirations in College Women

AUTHOR(S): Parsons, J.E., Frieze, I.H., & Ruble, D.N.

SOURCE: Sex Roles, 1978, 4, 337-347

PROBLEM

Sought to determine the relative importance of attitudinal, demographic, personality, and socialization variables in forming career aspirations.

METHODS

The participants were 169 female undergraduate students. All the students were juniors or seniors. They completed a lengthy questionnaire which was designed to assess career aspirations, certainty of career plans, plans for future wife and mother roles, attitudes toward women's and men's roles in the family, mother's and father's career history, beliefs regarding societal support systems, acceptance of dominant group prejudice, and locus of control. Factor analysis was used to reduce the large number of measures into a more manageable number of factors. One factor derived from this analysis was the career aspiration variable. This variable consisted of measures regarding plans for future education, expected annual income at 40, and percentage of time during the years from 25 to 65 expected to be devoted to work.

RESULTS

Regression analysis procedures were used to predict career aspiration with the other variables defined from the factor analysis. The analyses revealed that, in general, attitudinal and personality variables were more related to career aspiration than were either demographic or socialization variables.

TITLE: Women Who Enter Male-Dominated Fields of Study in Higher Education

AUTHOR(S): Peng, S.S. & Jaffe, J.

SOURCE: American Educational Research Journal, 1979, 16, 285-293

PROBLEM

Investigated various factors thought to influence the entry of females into male-dominated fields of college study.

METHODS

The participants were drawn from the National Longitudinal Study of the High School Class of 1972. A total of 4,408 female and male undergraduate students served as the participants. Females enrolled in male-dominated major fields numbered 391, 1,784 females were in other fields, 1,082 males were in male-dominated fields, and 1,151 males were in other fields. The study examined the relationships of 15 variables, classified into five major areas, with the choice of male-dominated fields. The variables studied were father's education, mother's education, father's occupation, mother's occupation, curricular program taken in high school, total number of science courses taken in high school, total number of math courses taken in high school, educational plans, three measures of verbal ability, quantitative ability, and measures of life goals related to work, family, and community.

RESULTS

Path analysis and regression analysis procedures were used to examine the data. The analyses indicated that high school course work, academic ability, success orientation, and educational plans are good predictors of a female's entry into male-dominated fields. The findings revealed that females in male-dominated fields have taken more courses in high school in the areas of science and mathematics, they are more work-oriented, and they have higher academic ability than females in traditional fields.

TITLE: Masculinity or Femininity? Differentiating Career-Oriented and Homemaking-Oriented College Freshman Women

AUTHOR(S): Rand, L.

SOURCE: Journal of Counseling Psychology, 1968, 15, 444-450

PROBLEM

Evaluated the hypothesis that career-oriented females are more masculine than homemaking-oriented females and homemaking-oriented females are more feminine than career-oriented females.

METHODS

The participants were 848 undergraduate female students at 28 colleges. All the students were selected from 6,132 freshmen who participated as subjects for the American College Survey. A total of 548 of these students were selected to represent homemaking-oriented females because they had indicated on the Survey that finding a husband in college was more important than finding a suitable field of training after college. The other 300 students were selected to represent career-oriented females because their responses to the Survey indicated that they were not marriage-fixated and planned to attend graduate school. Data regarding the masculinity-femininity of responses to Survey questions dealing with interests and personality, achievement, competency, potential, vocational and life goals, and self-perceptions were obtained for each student.

RESULTS

Chi-square and t-test procedures were used to compare the career-oriented and homemaking-oriented females on the masculinity-femininity data. Contrary to what was expected, the results revealed a tendency for career-oriented females to score higher than homemaking-oriented females not only on masculine characteristics but on many feminine characteristics as well. The author concluded from the findings that career-oriented females seem to define their role to include behaviors appropriate to both sexes, whereas homemaking-oriented females appear to adhere closely to the traditional feminine role.

TITLE: Social Intelligence and Vocational Choice

AUTHOR(S): Reardon, R., Foley, J.M., & Walker, R.E.

SOURCE: Psychological Reports, 1979, 44, 853-854

PROBLEM

Part of the study investigated the relationship between occupational choice and social intelligence.

METHODS

The participants were 30 female and 30 male graduate students enrolled in programs rated high, intermediate, and low by a panel of psychologists in regard to the required level of interpersonal skill. Programs rated high were clinical psychology, counseling psychology, and teaching. Programs rated intermediate were experimental psychology, banking, and marketing. Accounting, biology, and chemistry were rated low. There were 20 students in each of these three program (occupational) groups. Four tests of social intelligence (i.e., Cartoon Predictions, Expression Grouping, Missing Cartoons, and Social Translations) from the Six Factor Tests of Social Intelligence were individually administered.

RESULTS

The social intelligence of the three occupational groups were compared using analysis of variance procedures. The results provided some support for the notion that occupational choice and social intelligence are related. The occupational groups rated high and intermediate on level of interpersonal skill were found to have higher social intelligence scores as measured by the Missing Cartoons Test and the composite of the four tests than the occupational group rated low in regard to level of interpersonal skill.

TITLE: Vocational Crystallization and Self-Esteem in College Students

AUTHOR(S): Resnick, H., Fauble, M.L., & Osipow, S.H.

SOURCE: Journal of Counseling Psychology, 1970, 17, 465-467

PROBLEM

Evaluated the hypothesis that high self-esteem is associated with advanced vocational crystallization among college students.

METHODS

The participants were 102 female and 114 male university students. Groups of 10 to 20 students were tested using three instruments. The Tennessee Self-Concept Scale was administered to provide a measure of self-esteem. Two instruments were administered to obtain different measures of vocational crystallization. One instrument, entitled the Biographical Inventory Questionnaire, was developed especially for the study and used to assess certainty of vocational plans. The other instrument was the Kuder Preference Record and it was used to compute a crystallization score representing the degree of preference for various career areas. This crystallization score was defined as the number of scores on the Kuder above the 75th percentile. For the purpose of data analysis, the female and male groups were divided into high- and low-self-esteem subgroups based on the top and bottom thirds of the distribution of self-esteem scores. There were 34 students in each female subgroup and 38 students in each male subgroup.

RESULTS

The data were examined using t-tests. The results of the tests revealed support for the relationship between self-esteem and vocational crystallization as measured by certainty of vocational plans but no support for the relationship between self-esteem and vocational crystallization as measured by the Kuder. High-self-esteem females and males were found to express greater certainty about their career choices than did the low-self-esteem females and males.

TITLE: Sex and Occupational Choice

AUTHOR(S): Rose, H.A. & Elton, C.F.

SOURCE: Journal of Counseling Psychology, 1971, 18, 456-461

PROBLEM

Sought to determine whether or not separate theories of vocational choice are necessary for men and women if the theories are based on personality traits.

METHODS

The participants were 523 undergraduate female and male students. The students were all seniors enrolled in a variety of major fields. Five Holland occupational categories were used to group students according to their majors. The groupings were intellectual, artistic, social, enterprising, and conventional. There were 50 females and 78 males in the intellectual group, 62 females and 47 males in the artistic group, 64 females and 48 males in the social group, 40 females and 60 males in the enterprising group, and 32 females and 42 males in the conventional group. The 11 scale scores from the Omnibus Personality Inventory served as dependent variables in this study. The Inventory was administered to the participants when they were freshmen.

RESULTS

Multivariate analysis of variance was used to compare the personality scores of students classified by sex and occupational area. The analysis revealed that not only are the personality patterns of females and males different, the personality patterns of students among the various occupational groupings are also different. The authors indicate that the findings suggest that if theories of occupational choice are to be based on personality traits, separate theories are needed for males and females. The authors also conclude that Holland's theory of vocational choice is more adequate for males than it is for females.

TITLE: The Relation of Congruence, Differentiation, and Consistency to Interest and Aptitude Scores in Women with Stable and Unstable Vocational Choices

AUTHOR(S): Rose, H.A. & Elton, C.F.

SOURCE: Journal of Vocational Behavior, 1982, 20, 162-174

PROBLEM

Part of the study examined Holland's notion regarding the relationship between personality and vocational stability.

METHODS

The participants were 607 females who enrolled as freshmen and who were still enrolled eight semesters later. Information regarding precollege intended major was obtained from the American College Test Student Profile. These majors were classified as one of the six Holland personality types: realistic, investigative, artistic, social, enterprising, and conventional. Interest scores corresponding to these six personality types were obtained from the ACT Vocational Interest Profile. The congruence between the highest interest score and the Holland classification of college major was determined for each student. After collecting information regarding majors during the eighth semester, 280 students were identified as having stable vocational choices over four years and 327 were identified as having unstable vocational choices over the same period.

RESULTS

Canonical variate analysis was used to evaluate the data. Overall, the findings provided some support for Holland's notion regarding the relationship between personality and vocational stability. It was found that students with stable vocational choices differed from students with unstable vocational choices in regard to congruence and this difference was predicted by Holland's theory of vocational choice.

TITLE: Instruction in Career Decision Making and Decision-Making Styles

AUTHOR(S): Rubinton, N.

SOURCE: Journal of Counseling Psychology, 1980, 27, 581-588

PROBLEM

Investigated the differential effectiveness of two decision-making interventions and decision-making styles on certainty of vocational choice and changes in vocational maturity.

METHODS

The participants were 120 freshman community college students. The participants were assigned to either an intuitive intervention, a rational intervention, an attention-placebo, or a no-treatment control group. Each student was classified as having either a rational, intuitive, or dependent decision-making style based on scores from the Decision-Making Style Scale from an instrument called the Assessment of Career Decision Making. The intuitive treatment group was taught decision-making skills through values clarification exercises, self-exploration, and success inventories. The rational treatment group was taught decision-making skills through written simulation activities. Changes in vocational maturity were assessed by administering the Attitude Scale of the Career Maturity Inventory before and after the treatment. Certainty of vocational choice was assessed following the treatment using the Vocational Survey Questionnaire.

RESULTS

Analysis of variance and chi-square procedures were used to evaluate the data. The analyses revealed that the decision-making style held by students was related to certainty of vocational choice and changes in vocational maturity. Participants with an intuitive decision-making style profited most from the intuitive treatment, whereas rational decision makers profited most from the rational treatment. Regardless of the group that the dependent decision makers were in, they experienced a decrease in both certainty of vocational choice and vocational maturity.

TITLE: Fear of Failure in Career Development

AUTHOR(S): Saltoun, J.

SOURCE: The Vocational Guidance Quarterly, 1980, 29, 35-41

PROBLEM

Investigated the relationship between fear of failure and vocational maturity. Also examined the relationship between fear of failure and career-planning efforts.

METHODS

Participants were 75 undergraduate male students. Fear of failure was measured by assigning a hostile press score to stories written by the students to describe four TAT-type pictures. Vocational maturity was measured by administering the Career Development Inventory and a special instrument developed for the study called the Educational/ Vocational Questionnaire. The Questionnaire assessed the students' specificity, certainty, and satisfaction with their choice of college major and career. Career-planning efforts were measured with a questionnaire which assessed how productively the participants used Holland's Self-Directed Search (SDS). All participants also received an error score which was the number of errors they made in self-scoring the SDS.

RESULTS

Correlational procedures were used to examine the data. The results suggest that fear of failure and vocational maturity are related. Students with high levels of fear of failure were found to be less vocationally mature than students with low levels of fear of failure. To a lesser extent, a relationship between fear of failure and career-planning efforts was also found to exist. Students with high levels of fear of failure were found to devalue the use of the SDS more than students with low levels of fear of failure.

TITLE: The Effects of High School Counseling Experience and Attitudes Toward Women's Roles on Traditional or Nontraditional Choice

AUTHOR(S): Sauter, D., Seidl, A., & Karbon, J.

SOURCE: The Vocational Guidance Quarterly, 1980, 28, 241-249

PROBLEM

Examined the relationship between sex-role attitudes and choice of a major field of study. Also investigated the relationship between high school guidance experience and choice of a major field of study.

METHODS

The participants were 40 undergraduate female students. All the participants were freshmen. Twenty were identified as having made a traditional career choice since they were enrolled as nursing majors. The other 20 students were identified as having made a nontraditional career choice since they were enrolled in majors that had a low proportion of females (e.g., medicine and engineering). The Sex-Role Survey was administered to measure four dimensions of sex-role attitudes. These dimensions were equality in business and the professions, sex-appropriate behavior, social-domestic work, and power in the home. A questionnaire was developed especially for the study to collect data regarding high school guidance experiences.

RESULTS

The data were examined using Mann-Whitney U and chi-square tests. The analyses revealed that students enrolled in nontraditional majors held more egalitarian attitudes toward sex-appropriate behavior than the students with traditional majors. In regard to high school counseling experience, job opportunities and salaries were reported to be discussed more with students selecting a traditional major than with students selecting a nontraditional major. The authors concluded that high school counseling influenced only those females who had selected a traditional career.

TITLE: Relative Importance of Interest and Ability in Vocational Decision Making

AUTHOR(S): Sharf, R.

SOURCE: Journal of Counseling Psychology, 1970, 17, 258-262

PROBLEM

Evaluated the relative importance of interest and ability in making vocational decisions.

METHODS

The participants were 76 undergraduate male students. The student's estimate of his ability for various occupations was measured using the Ability Self-Rating Inventory. One hundred occupations are listed in the Inventory. Students were asked to indicate whether they had high or low ability in each occupation. The student's estimate of his interest for various occupations was assessed using the Interest Self-Rating Inventory. The same 100 occupations listed in the Ability Inventory are listed in the Interest Inventory. Students were instructed to indicate whether they had high or low interest in each occupation. Occupational preferences were measured by presenting pairs of occupations and asking the students to choose the occupation they would probably enter. Presented with each pair of occupations was information regarding what the student had expressed earlier as his ability and interest for both occupations.

RESULTS

Three t-tests were conducted to evaluate the research hypotheses. The results from the tests revealed that interest is a more important factor than ability in making vocational decisions. For example, occupations identified as high interest and low ability were selected as the preferred occupation more often than occupations identified as low interest and high ability.

TITLE: Flexibility and Satisfaction With College Major
AUTHOR(S): Sherrick, M.F., Davenport, C.A., & Colina, T.L.
SOURCE: Journal of Counseling Psychology, 1971, 18, 487-489

PROBLEM

Investigated the relationships among personality, college major, and satisfaction with college major.

METHODS

The participants were 118 senior students. Seventy-three were enrolled in social science majors and 45 were enrolled in natural science majors. A measure of each student's flexibility-rigidity personality was obtained by administering the California Psychological Inventory. A measure of satisfaction with college major was obtained using a questionnaire developed especially for the study. Based on the satisfaction scores, students in each major group were further classified as most satisfied, moderately satisfied, and least satisfied. Seven social science majors were classified in the most satisfied group, 49 in the moderately satisfied group, and 17 in the least satisfied group. Five natural science majors were classified in the most satisfied group, 27 in the moderately satisfied group, and 13 in the least satisfied group.

RESULTS

Analysis of variance was used to compare the flexibility-rigidity personality scores of students classified by major and relative satisfaction with major. The findings suggest that students are more likely to be satisfied with their college major if their personalities are similar to the personalities of other students in the major.

TITLE: Familial Correlates of Orientation Toward Future
Employment Among College Women

AUTHOR(S): Siegel, A.E. & Curtis, E.A.

SOURCE: Journal of Educational Psychology, 1963, 54, 33-37

PROBLEM

Part of the study investigated the relationship between familial characteristics and career orientation among college females.

METHODS

The participants were 43 sophomore female students. Interviews were used to collect data for the study. Responses to open-ended questions related to plans, expectations, and hopes concerning employment were coded by judges as either work oriented or not work oriented. These codes were combined to serve as a measure of career orientation. Five measures of familial characteristics were obtained from the interviews: socioeconomic status, parents' educational level, mother's work orientation, parents' views on the purpose of college, and parents' attitudes toward the importance of education for their daughter.

RESULTS

Correlational procedures were used to evaluate the data. The findings from the analyses revealed that only one of the five familial characteristics (i.e., mother's work orientation) was related to the career orientation of the female college students. Mother's work orientation was a variable assessing mother's work history and attitude toward working.

TITLE: Personality Patterns Related to Occupational Roles

AUTHOR(S): Siegelman, M. & Peck, R.F.

SOURCE: Genetic Psychology Monographs, 1960, 61, 291-349

PROBLEM

Investigated the relationship between personality and vocational choice.

METHODS

The participants were 48 males of which 16 were graduate students in chemistry, 16 were career officers in the armed services, and 16 were theology students. Measures of personality characteristics were obtained using four procedures: an activities index inventory, a sentence completion task, a biographical data form, and a personal interview. An analysis of the type of work done by each group was completed in order to derive a hypothetical personality model for each group.

RESULTS

Analysis of variance, chi-square, and correlational procedures were used to examine the data. The results of the analyses tended to support most of the personality dimensions hypothesized to be important for each vocational group. The authors concluded that the findings suggest that members of certain different vocations characteristically manifest distinct and different personality patterns.

TITLE: Occupational Choice Among Career-Oriented College Women

AUTHOR(S): Simpson, R.L. & Simpson, I.H.

SOURCE: Marriage and Family Living, 1961, 23, 377-383

PROBLEM

Examined whether career-oriented and non-career-oriented college women differ in regards to values they hold and sources of personal influence.

METHODS

The participants were 111 undergraduate female students. A questionnaire was used to collect data for the study. Based on responses to one question, the sample was broken down into 34 career-oriented students and 77 non-career-oriented students. The questionnaire was also used to gather information regarding the students' choice of occupation, certainty of this choice, occupational values, and personal influence.

RESULTS

A comparison of the data for the two groups led the authors to conclude that occupational values and sources of influence in making occupational decisions mark career-oriented students off rather sharply from non-career-oriented students whose values are those of middle-class security and conformity and whose personal models lead them into the more common feminine role, that of full-time housewife and mother. Support for this conclusion was from data showing that in choosing an occupation, career-oriented students were far more influenced by the nature of work tasks as outlets for exercising their abilities than non-career-oriented students. Career-oriented students were also found to be influenced less by relatives and peers than non-career-oriented students. Several other differences between the groups were found.

TITLE: Risk Taking and Vocational or Curriculum Choice

AUTHOR(S): Slakter, M.J. & Cramer, S.H.

SOURCE: The Vocational Guidance Quarterly, 1969, 18, 127-132

PROBLEM

Examined the relationship between risk taking and vocational choice. Also investigated the relationship between risk taking and choice of college major.

METHODS

The participants were entering freshmen at one university. Data on 759 females and 976 males were used to study the relationship between risk-taking and vocational choice. Data on 776 females and 1,010 males were used to study the relationship between risk taking and college major choice. Vocational choice was determined by asking the students to select one of 44 vocations listed. Similarly, college major choice was determined by asking the participants to select one of 35 major fields of study listed. The risk-taking score was obtained by administering the College Entrance Vocabulary Test. This vocabulary test had 20 nonsense items embedded in 40 legitimate items. The directions for the test stated that there was a penalty for incorrect responses. The risk-taking score was defined as the proportion of nonsense items to which the participant responded.

RESULTS

Analysis of variance procedures were used to evaluate the data. The analyses revealed the expected relationship between risk taking and choice of college major but not the expected relationship between risk taking and vocational choice. However, the data indicated that the differences in risk-taking scores were not only small, but many were illogical. The authors suggested that overall the findings provide weak support for the relation between risk taking and vocational or major choice.

TITLE: Comparison of Experimental Group Guidance and Individual Counseling as Facilitators of Vocational Development

AUTHOR(S): Smith, R.D. & Evans, J.R.

SOURCE: Journal of Counseling Psychology, 1973, 20, 202-208

PROBLEM

Examined the relative effectiveness of two counseling techniques, a special experimental approach and a more conventional individual approach, in increasing vocational development.

METHODS

The participants were 30 female and 36 male undergraduate students. To qualify as a subject for the study, the student had to score below the midpoint of the theoretic crystallization stage of vocational development as measured by Harren's Vocational Decision Checklist. Twenty-two students, 10 females and 12 males, were assigned to each of three groups: (1) experimental guidance treatment, (2) individual counseling treatment, and (3) no treatment control. The experimental guidance treatment was a specially designed five-week program. The program dealt with a different topic each week. The topics covered were decision making, values, interests, behavioral traits, and social influences. For each topic, the students participated in three activities, an independent assignment, a large group meeting, and a small group session. Students in the individual counseling treatment group were administered the California Life Goals and the Kuder Occupational Interest Survey and the results were interpreted for them by their counselor. Harren's Vocational Decision Checklist was administered following the treatment. The change between the pretreatment and post-treatment scores served as a measure of the relative effectiveness of the two counseling approaches.

RESULTS

A multiple regression technique was used to evaluate the data. The analyses revealed that the experimental treatment was more effective in increasing vocational development than the individual counseling. These findings were not found to be related to the sex of the students.

TITLE: Mid-Career Change in Academia: The Decision to Become an Administrator

AUTHOR(S): Snyder, R.A., Howard, A., & Hammer, T.H.

SOURCE: Journal of Vocational Behavior, 1978, 13, 229-241

PROBLEM

Examined whether expectancy theory could be used to explain mid-career change decisions among academicians.

METHODS

The participants were 268 male professors and 45 male department heads from one university. A mid-career change was defined as when a professor left his teaching/research position to become a department head. Data were collected by sending anonymous questionnaires. The main body of the questionnaire consisted of 49 statements of job outcomes classified into one of seven areas: power, achievement, security, autonomy, social factors, esteem, and family concerns. The participants rated each statement three separate times: on valence (desirability), extent to which their present job would lead to the attainment of the outcome, and extent to which the other job would lead to outcome attainment. The questionnaire for the professor group was also used to assess the expectancy of successfully entering the other job (department head). Questions were included to measure job satisfaction and mid-career change intentions.

RESULTS

Correlational and t-test procedures were used to evaluate the data. The results showed that professors' intentions to change careers and become administrators could be explained by valence-instrumentality-expectancy theory. The power and formal authority associated with an administrative position was found to be the major attraction for professors who wanted a mid-career change. Autonomy was the factor found to influence professors who preferred to remain in their career paths.

TITLE: Motives for Occupational Goal Setting Among Male and Female College Students

AUTHOR(S): Stake, J.E.

SOURCE: Journal of Applied Psychology, 1978, 63, 617-622

PROBLEM

Part of the study sought to determine whether females and males differ in the extent to which intrinsic and extrinsic factors form the basis of occupational choice.

METHODS

The participants were 54 female and 54 male undergraduate students matched for occupational goal. All the students were either juniors or seniors. Interviews conducted in person or by telephone were used to gather the data. Same-sex interviewers were used in the study. To assess the basis for occupational choice, the students were asked to indicate five advantages and five disadvantages associated with their chosen field. Next, the students were asked to indicate the importance of each advantage and disadvantage on a seven-point scale. Judges were used to classify each advantage and disadvantage as being an intrinsic or extrinsic factor. Intrinsic factors were considered those that pertained to the occupational activity itself, whereas extrinsic factors were considered pertaining to contextual aspects of a work situation. The classification and importance data were used to derive an intrinsic score and three extrinsic scores for each student. The extrinsic variables were financial concerns, job security, and time for family responsibilities. The intrinsic variable was defined simply as expectation of work enjoyment.

RESULTS

Analysis of variance and chi-square procedures were used to evaluate the data. The findings indicated that the females expressed greater expectations of intrinsic work enjoyment than did the males. It was also found that the females expressed expectations for fewer future financial responsibilities than the males. These findings suggested that females and males do differ in the degree of influence of selected intrinsic and extrinsic factors on occupational choice.

TITLE: Personality Trait Patterns of College Students Majoring in Different Fields

AUTHOR(S): Sternberg, C.

SOURCE: Psychological Monographs, 1955, 69 (18, Whole No. 403)

PROBLEM

Part of the study examined whether differences in personality patterns exist among students majoring in different fields of study.

METHODS

The participants were 270 male undergraduate students. This sample included 30 students majoring in nine different fields of study: biochemistry, chemistry, economics, English, history, mathematics, music, political science, and psychology. The students completed the Kuder Preference Record, the Allport-Vernon Study of Values, and the Minnesota Multiphasic Personality Inventory. The 24 scores obtained from these three instruments were factor analyzed. Five definable personality patterns were extracted from the factor analysis. Factor scores for each personality pattern were derived for the students.

RESULTS

The nine student groups were compared on the five factor scores using analysis of variance and t-test procedures. The findings from the analyses revealed support for the notion that students majoring in different fields of study often have different personality patterns. It was found that each group of students differed from all other groups on at least one personality pattern.

TITLE: Sex-Role and Innovative Major Choice Among College Students

AUTHOR(S): Stockton, N., Berry, J., Shepson, J., & Utz, P.

SOURCE: Journal of Vocational Behavior, 1980, 16, 360-367

PROBLEM

Evaluated the relationship between sex-role attitudes and non-traditional choice of field of study.

METHODS

The participants were 300 female and 393 male undergraduate students enrolled in traditional and nontraditional fields of study. A field of study was defined as nontraditional if the enrollment consisted of at least a three to one ratio of the sexes. The Bem Sex-Role Inventory was used to measure sex-role attitudes. The Inventory was mailed to each student in the sample. Scores from the Inventory were treated two ways. One treatment involved using the masculinity and femininity scores to classify the students into one of four sex-role groups: androgynous, sex-typed, sex-reversed, or undifferentiated. The other treatment of the sex-role data involved the computation of four factor scores derived from factor analytic work on the Inventory. The four factor scores were labeled as emotional expressions, instrumental activity, sex by subject, and social immaturity.

RESULTS

Chi-square and discriminant analysis procedures were used to examine the data. The findings from the analyses revealed that a relationship exists between sex-role attitudes and choice of a field of study. The relationship was found to be different for females and males. Having masculine or feminine sex-role attitudes did little to differentiate the proportion of males in male-and female-dominated fields of study. However, having masculine sex-role attitudes was associated with females being enrolled in male-dominated fields.

TITLE: Birth-Order and Curricular Choice: Is There a Relationship?

AUTHOR(S): Stone, L.A.

SOURCE: The Vocational Guidance Quarterly, 1963, 11, 209-211

PROBLEM

Evaluated the notion that birth-order and choice of a major field of study are related.

METHODS

The participants were 1,641 female and male undergraduate students. The students were classified according to their field of study and sex into one of five groups: agriculture, engineering-architecture, home economics, arts and sciences (females only), and arts and sciences (males only). A questionnaire which was administered as part of the normal test battery for entering students was used to obtain information regarding the number of older siblings and the number of younger siblings for each participant. The ratio of younger siblings to older siblings served as the measure of birth-order for each of the five groups studied.

RESULTS

Chi-square procedures were used to compare the birth-order scores of each group. The notion that birth-order and choice of a major field of study are related was partially supported by the results. Trends in the data led the author to speculate that early-born individuals probably enter technical-vocational fields of study more often than later-born individuals.

TITLE: Determinants of Occupational Role Innovation Among College Women

AUTHOR(S): Tangri, S.S.

SOURCE: Journal of Social Issues, 1972, 28 (2), 177-199

PROBLEM

Examined the relationship between non-sex typical occupational choices (role innovation) and background, personality, and college experience variables.

METHODS

The participants were 200 female college seniors. Expressed occupational choices were used to classify 69 students into a traditional group, 66 into a moderate group, and 65 into a role innovator group. The traditional group had selected occupations having more than 50 percent women; the moderate group had chosen occupations having 30 to 50 percent women; the innovator group had selected occupations having fewer than 30 percent women. Instruments were used to obtain information regarding parents' education and income, mother's employment, relationship with parents, role modeling, self-concept, achievement motivation, and influence of college faculty, peers, women friends, and family.

RESULTS

Multiple classification analysis procedures were used to evaluate the data. The major findings of the analyses suggested that students in the role innovator group were more autonomous, individualistic, and motivated by internally imposed demands to perform to capacity. The results also suggested that some of these students were influenced by role modeling with more educated working mothers and used college faculty and female college friends for role support.

TITLE: Personality Correlates of Undergraduate Field of Specialization

AUTHOR(S): Teevan, R.C.

SOURCE: Journal of Consulting Psychology, 1954, 18, 212-214

PROBLEM

Examined the relationship between choice of a college field of study and personality dimensions of psychosexual development.

METHODS

The participants were 85 male undergraduate students classified into one of three groups based on their college majors. One group included 29 music, art, German, French, and English majors. Another group was composed of 28 government, economics, and history majors. The third group included 28 geology, astronomy, biology, physics, and chemistry majors. Thirteen personality dimensions of psychosexual development were measured using Blacky Pictures.

RESULTS

From analysis of differences among the three college major groupings of students on the 13 personality scores, it was concluded that personality is related to choice of major field of study in college. Differences between groups were found for three dimensions of psychosexual development: oral eroticism, oral sadism, and guilt feelings.

TITLE: Personality Characteristics of Diverse Occupational Groups

AUTHOR(S): Thumin, F.J.

SOURCE: Personnel and Guidance Journal, 1965, 43, 468-470

PROBLEM

Sought to determine whether personality differences exist between two seemingly diverse occupational groups, i.e., advertising and engineering.

METHODS

The participants were 54 males employed in advertising and 44 males employed in engineering. The two groups were closely matched in terms of age, years of work experience, and educational level. Most of the participants had graduated from college. Personality was measured using the Minnesota Multiphasic Personality Inventory.

RESULTS

Tests for differences in personality between the two occupational groups were accomplished by repeating t-tests for each of the 13 measures of personality. The findings from the tests suggested the existence of a relationship between personality traits and being employed in different occupational areas. The two groups were found to differ on seven of the 13 personality traits studied.

TITLE: Social Influences on Women's Pursuit of a Nontraditional Career

AUTHOR(S): Trigg, L.J. & Perlman, D.

SOURCE: Psychology of Women Quarterly, 1976, 1, 138-150

PROBLEM

Sought to evaluate the notion that the choice of a high status, nontraditional career by women is related to social factors and personality needs.

METHODS

The participants were 153 females classified as traditionals and 78 females classified as nontraditionals. The traditional group included 73 applicants to a nursing program and 80 applicants to a medical rehabilitation program. The nontraditional group included 62 medical school applicants and 16 dental school applicants. A mail questionnaire was used to collect data on the sample. The data collected with the questionnaire included information regarding the participants' need affiliation, need achievement, perceived attitudes of males and significant others, and marital and social needs.

RESULTS

The principal method used to analyze the data was stepwise multiple regression. Findings from the analyses were described by the authors as supporting the basic premise that among women, social factors and personality needs are crucial in the choice of a nontraditional career. The factors found to be crucial in encouraging the participants to pursue a nontraditional health science career were low need affiliation, high need achievement, perceiving support in the attitudes of others (particularly mothers), a low need to have children, and perceiving the need to have a family as being compatible with a nontraditional career.

TITLE: Socialization and Career Orientation Among Black and White College Women

AUTHOR(S): Turner, B.F. & McCaffrey, J.H.

SOURCE: Journal of Vocational Behavior, 1974, 5, 307-319

PROBLEM

Part of the study attempted to identify variables related to high and low career expectations of black and white women.

METHODS

The participants were 28 black and 45 white female college freshmen who were predominately low in SES. Data were gathered through individual interviews. Career expectation was assessed by asking the students to select one of eight career plan statements (e.g., housewife only, combining marriage and child-rearing with steady part-time work, and not married -- career only) which described them best. Based on the obtained data, both racial groups were divided into high and low career expectation groups. Seventy-eight measures of demographic, developmental, and attitudinal variables were collected because of their theoretical or demonstrated empirical relationship to career orientation of women.

RESULTS

Multivariate analysis of variance was used to identify the variables which discriminate between high and low career expectation groups within each racial group. Twenty variables were found to be predictive of career expectation level for the white females and a somewhat different set of 11 variables was found to be predictive of career expectation level for the black females. Further analysis of these variables revealed that for the white group, variables expressive of internal locus of control predicted career expectation level, and for the black group, variables expressive of external locus of control predicted career expectation level.

TITLE: Sex-Role Attitudes and the Career Choices of Male and
Female Graduate Students

AUTHOR()S: Valentine, D., Ellinger, N., & Williams, M.

SOURCE: The Vocational Guidance Quarterly, 1975, 24, 48-53

PROBLEM

Examined the hypothesis that females who choose traditionally feminine occupations do so partly because they have more conservative views of sex-appropriate behavior and perceive more potential role conflict between career and family than do females who choose traditionally masculine occupations. Also evaluated the notion that for males the choice of traditionally masculine occupations is associated with conservative sex-role attitudes and the choice of traditionally feminine occupations is associated with liberal sex-role attitudes.

METHODS

The participants were 224 female and male graduate students. Those students enrolled in either the social work or library science programs were identified as selecting traditionally feminine occupations. Students enrolled in either the law or business programs were identified as selecting traditionally masculine occupations. Sex-role attitudes were measured by administering the Attitudes Toward Women Scale.

RESULTS

Analysis of variance procedures were used to examine the data. The analyses revealed little support for the hypothesis that sex-role attitudes and occupational choice are related among females. However, among males the relationship between sex-role attitudes and occupational choice was found to exist. As expected, males selecting masculine occupations were found to have far less liberal sex-role attitudes than males selecting feminine occupations. Role conflict between career and family was not found to be related to occupational choice among females.

TITLE: Holland's Personality Constructs as Predictors of Stability of Choice

AUTHOR(S): Villwock, J.D., Schnitzen, J.P., & Carbonari, J.P.

SOURCE: Journal of Vocational Behavior, 1976, 9, 77-85

PROBLEM

Part of the study examined Holland's assertion that there is a relationship between stability of vocational choice and congruence of personality with chosen career.

METHODS

The participants were 83 female and 84 male undergraduate students. The students completed a specially designed questionnaire to measure stability of choice. The major question on this instrument asked the students to identify what they would do if the university stopped offering courses in their major. They responded by choosing one of several options, e.g., change major and transfer to a different school. After completing the questionnaire, the students completed the Self-Directed Search. The Search yielded a three-letter code which described the personality of the student. A three-letter code was also used to classify each student's college major. Scores for congruence of personality with chosen career were derived by comparing the two sets of three-letter codes. It was expected from Holland's theory that greater stability of vocational choice would be found among students who have personality types consistent with their chosen career.

RESULTS

Correlational and regression analyses were used to evaluate the data. The results of the analyses revealed the expected relationship between vocational choice stability and congruence of personality/career. An interesting finding was that sex was not found to mediate this relationship. The authors suggested that this finding did not support the popular contention among researchers in the field that a separate theory of vocational choice may be needed for females.

TITLE: Model-Reinforcement Counseling With College Males

AUTHOR(S): Wachowiak, D.G.

SOURCE: Journal of Counseling Psychology, 1972, 19, 387-392

PROBLEM

Evaluated the relative effectiveness of a traditional and a model-reinforcement approach to counseling.

METHODS

The participants were 60 undergraduate male students who were assessed to be undecided about their choice of major. Half the students were identified as externally controlled and the other half as internally controlled based on their locus of control scores on the I-E Scale. Ten externally controlled and 10 internally controlled students were randomly assigned to each of three groups: model-reinforcement counseling, traditional counseling, and no-treatment control. The model-reinforcement counseling concentrated on eliciting and reinforcing deliberation and decision responses. The traditional counseling focused on characteristics of the student versus requirements of various majors. Relative effectiveness of the counseling was assessed by collecting pretreatment and posttreatment data regarding certainty of major choice, satisfaction with choice of major, and progress in choosing a major. These variables were measured using the D Scale, the Adjective Checklist, and the Vocational Decision-Making Checklist.

RESULTS

The data were evaluated using analysis of variance procedures. The analyses indicated that the model-reinforcement counseling was more effective than either traditional counseling or no counseling in increasing certainty and satisfaction with major choice. Model-reinforcement counseling was also found to be more effective than no counseling in facilitating progress in the process of choosing a major. Locus of control was not found to be related to the effectiveness of the counseling.

TITLE: SVIB Scores, Occupational Choices, and Holland's
Personality Types

AUTHOR(S): Wall, H.W., Osipow, S.H., & Ashby, J.D.

SOURCE: The Vocational Guidance Quarterly, 1967, 15, 201-205

PROBLEM

Part of the study investigated the relationship between Holland personality types and vocational interests.

METHODS

The participants were 186 undergraduate male students. All the students were entering freshmen. The Strong Vocational Interest Blank was administered to the participants as a routine procedure at the time of their admission. This instrument yields vocational interest scores in seven different areas: general professional, science and engineering, practical, social service, business, sales, and literary. During special sessions, descriptions of the six Holland personality types (realistic, intellectual, social, conventional, enterprising, and artistic) were presented to the students. They were then asked to rank the personality types according to the order which best described themselves. They were also instructed to rate each personality type on a five-point scale in regard to how well it described themselves.

RESULTS

Analysis of variance procedures were used to examine the relationship between vocational interests and the personality types ranked first. The analysis revealed that this relationship existed. Correlational procedures were used to examine the relationship between vocational interests and the ratings for each personality type. Again, the relationship was found to exist. The finding that personality types and vocational interests are related was described by the authors as substantial support for the validity of Holland's theory of vocational choice.

TITLE: Consistent and Inconsistent Career Preferences and
Personality

AUTHOR(S): Walsh, W.B. & Barrow, C.A.

SOURCE: Journal of Vocational Behavior, 1971, 1, 271-278

PROBLEM

Examined the relationship between personality and congruence of college major choice.

METHODS

The participants were 60 female and 60 male freshmen. Six personal orientation scores (realistic, intellectual, social, conventional, enterprising, and artistic) were obtained for each student by administering the Vocational Preference Inventory. Thirty females and 30 males who had scores consistent with their reported college major were classified as being congruent. Thirty females and 30 males who had scores inconsistent with their college major were classified as incongruent. Personality was measured by administering the California Psychological Inventory. This instrument yields scores for 18 personality variables considered important for social interaction, e.g., dominance and social presence.

RESULTS

Personality differences between the congruent and incongruent group and between females and males were evaluated using analysis of variance procedures. The major finding of the study was that congruent females tend to have more stable college major choices than congruent males. The authors concluded that their findings supported the notion that independent theoretical formulations may be needed for each sex.

TITLE: Consistent, Inconsistent and Undecided Career Preferences and Personality

AUTHOR(S): Walsh, W.B. & Lewis, R.O.

SOURCE: Journal of Vocational Behavior, 1972, 2, 309-316

PROBLEM

Part of the study investigated Holland's notion that congruent person-environment relations are conducive to more stable college major choices.

METHODS

The participants were 214 freshmen. The students indicated their college major and completed the Vocational Preference Inventory and the Omnibus Personality Inventory. Six personal orientation scores from the Vocational Preference Inventory were studied: realistic, intellectual, social, conventional, enterprising, and artistic. A congruent person-environment group of students was defined and included 37 females and 37 males who reported a college major consistent with their primary personal orientation as determined by the Vocational Preference Inventory. The 37 females and 37 males who reported majors inconsistent with their primary personal orientation were classified into an incongruent group. The remaining students, 33 females and 33 males, made up an undecided group. Fourteen scores from the Omnibus Personality Inventory were evaluated.

RESULTS

Group and sex differences on the 14 personality scores were studied using analysis of variance procedures. The results overall tended to support Holland's notion that congruent person-environment relations are conducive to more stable college major choices for males, but not for females. Congruent males were found to have more stable college major choices than incongruent and undecided males.

TITLE: Occupational Preferences: Perceptions of Valence and Instrumentality, and Objective Data

AUTHOR(S): Wanous, J.P.

SOURCE: Journal of Applied Psychology, 1972, 56, 152-155

PROBLEM

Part of the study investigated the relationship between occupational preferences and the multiplicative combination of valences and instrumentalities for job factors.

METHODS

The participants were 160 junior, senior, and graduate students enrolled in a school of business administration. Based on expressed occupational preferences, 40 students were classified into each of four occupational groups: personnel, sales, finance and accounting, and production management. Instrumentality was measured by having the students rank five jobs (the four corresponding to the groupings and research development) on each of six job factors of job attractiveness (e.g., starting salary and job security). Valence was assessed by having the students rank the six factors in terms of importance to themselves.

RESULTS

Binomial estimates of probabilities were used to evaluate the data. The results provided support for the existence of a relationship between occupational preferences and the multiplicative combination of valences and instrumentalities. The findings were consistent with Vroom's expectancy theory.

TITLE: Antecedents of Educational/Career Preferences and Choices

AUTHOR(S): Ware, M.E.

SOURCE: Journal of Vocational Behavior, 1980, 16, 312-319

PROBLEM

Investigated three relationships: the relative influence of four factors on educational/career preferences; the mediating role of career decision-making skills on those factors influencing career-related preferences; and the combined influence of career-related preferences and career decision-making skills on certainty of career choices.

METHODS

The participants were 47 undergraduate students. There were twice as many males as females in the sample. All students completed three questionnaires. One questionnaire was used to collect information regarding the students' sex, year in school, college major, and post-graduate plans. A second questionnaire was used to identify factors influencing their preference for a college major or career. The students rated and ranked the influence of four factors (social reinforcement, modeling, direct reinforcement, and words and images) on a six-point scale. A similar six-step scale was used to measure the degree of certainty of career plans. The third questionnaire completed by the students was the Attitude Scale of the Career Maturity Inventory.

RESULTS

Analysis of variance and correlational procedures were used to evaluate the data. The data analyses revealed that the students identified social reinforcement as the most important antecedent for their career preference. The findings also indicated that career decision-making skills mediated the influence of models and direct reinforcement on career preference. In addition, career certainty was found to be more closely related to preference among low than high maturity students. The results of the study were described as supporting and extending a social learning theory of career development.

TITLE: Concomitants of Certainty in Career-Related Choices

AUTHOR(S): Ware, M.E. & Pogge, D.L.

SOURCE: The Vocational Guidance Quarterly, 1980, 28, 322-327

PROBLEM

Part of the study evaluated the relationship between certainty about career-related choices and the level and type of career decision-making skills.

METHODS

The participants were 141 female and 126 male undergraduate students enrolled in introductory psychology classes. Three instruments were administered to all students. The first was a questionnaire used primarily to measure certainty about career-related choices. Questions dealt with both choice of a college major and postgraduate plans. The second instrument was the Attitude Scale of the Career Maturity Inventory. This instrument was used to measure level of career decision-making skills. The third instrument was the College Major Questionnaire. This questionnaire was used to assess type of career decision-making skills. High scores on the questionnaire reflected a more intuitive approach to decision making while low scores reflected a more analytic approach to decision making. Based on the data obtained from the last two instruments, the students were divided into high and low groups for both level and type of career decision-making skills.

RESULTS

Data regarding certainty of choice of college major and postgraduate plans were evaluated separately using analysis of variance procedures. The analyses revealed that both level and type of career decision-making skills were related to both certainty of choice of college major and postgraduate plans. Greater vocational maturity was found to be associated with greater certainty. A more intuitive approach to decision making was found to be associated with greater certainty, whereas a more analytic approach was found to be associated with lesser certainty.

TITLE: Self-Concept, Occupational Role Exploration, and Change in College Major

AUTHOR(S): Warren, J.R.

SOURCE: Journal of Counseling Psychology, 1961, 8, 164-169

PROBLEM

Evaluated the hypothesis that changes in college field of study are more likely to occur when a discrepancy exists between self-concept and expected occupational role.

METHODS

The participants were 525 males entering college as freshmen. All the students were highly capable based on their scores on the Scholastic Aptitude Test. Changes in college field of study were assessed by asking the students before entering college their fields of study and then asking them their actual fields of study during the spring of their freshman and sophomore years. Based on the information collected, the students were identified as having made either no change, a minor change, or a major change. Self-concept was measured by administering the Omnibus Personality Inventory. Expected occupational role was assessed by having the students rate the importance of 13 sources of job satisfaction, such as freedom from supervision and opportunity to work with people. A measure of the discrepancy between self-concept and expected occupational role was computed by analyzing all possible combinations of the 15 self-concept scores and 13 expected occupational role scores collected on each student. It was expected that the discrepancy scores should be higher among students who made major changes in field of study than among students who had made either minor changes or no changes.

RESULTS

The data were evaluated using Mann-Whitney U tests. The tests revealed some support for the hypothesized relationship between self-concept/expected role discrepancies and changes in field of study. The author concluded that there are several other factors that can induce college students to change their fields of study. Low grades was given as one example.

TITLE: Primary Influencers of Initial Vocational Choices for College Women

AUTHOR(S): Weishaar, M.E., Green, B.J., & Craighead, L.W.

SOURCE: Journal of Vocational Behavior, 1981, 18, 67-78

PROBLEM

Evaluated several hypotheses regarding the role of modeling and reinforcement in the vocational choice of females.

METHODS

The participants were 597 female and 190 male college freshmen. The male students were selected to serve as a comparison group. Data were collected by administering the Educational Planning Survey. This instrument yielded information regarding the students' initial choice of major, certainty of choice, and designation of the person who most influenced their choice. Additional information was obtained through individual interviews. This additional information included sex, age, current employment status, vocational field the student was presently identified with, and similarity of that field to the student's chosen major.

RESULTS

Chi-square tests were used to examine the data. The results from the tests revealed that fathers appear to play an important role in female students' career decision making. Among those students who identified that they were influenced by one particular person, fathers were most frequently cited as being influential. The test findings also indicated that male adults exerted more influence on female students' choices of nontraditional vocations than did female adults. As expected, it was found that female adults influenced the women students more toward traditional vocations. The data analysis also showed that students reported being more certain of their vocational choices if their primary influencers were in fields closely related to their own choices.

TITLE: Multivariate Analysis of Male and Female Professional Career Choice Correlates

AUTHOR(S): Wertheim, E.G., Widon, C.S., & Wortzel, L.H.

SOURCE: Journal of Applied Psychology, 1978, 63, 234-242

PROBLEM

Evaluated the notion that differences in personality, aptitude, achievement, and social-demographic characteristics are greater across career groups than between sexes within each group.

METHODS

The participants were 175 female and 173 male first-year graduate students. These students were enrolled in either law, management, education, or social work. Law and management were identified as traditional male fields and education and social work as traditional female fields. Data were collected using an extensive questionnaire. The questionnaire included items to measure psychological masculinity and femininity, internal-external locus of control, achievement motivation, assertiveness, Machiavellianism, sex-role attitude, undergraduate grade point index, and graduate school aptitude.

RESULTS

Multivariate analysis of variance and stepwise discriminant function analysis procedures were used to examine the data. Overall, the results from the analyses provide support for the hypothesis that differences across career groups for each variable is greater than differences between the sexes within each group. These findings suggested that many of the traditionally found sex differences disappear when one controls for professional or career choice.

TITLE: Social Class and Initial Career Choice of College Freshmen

AUTHOR(S): Werts, C.E.

SOURCE: Sociology of Education, 1966, 39, 74-85

PROBLEM

Evaluated the hypothesis that fields of study selected by college freshmen are related to SES level.

METHODS

The participants were 14,417 female and 16,141 male undergraduate students from 248 colleges and universities. A 12-page mail questionnaire was used to collect data after the students completed their freshman year. Other data were available from a brief questionnaire completed when the students started their freshman year.

RESULTS

Findings from the analysis of the data provided considerable support for the hypothesis that a relationship exists between SES level and field of study choice by college freshmen. For example, it was found that the fields of medicine and law were overchosen by high SES students while the fields of engineering and teaching were overchosen by low SES students.

TITLE: Career Changes in College

AUTHOR(S): Werts, C.E.

SOURCE: Sociology of Education, 1967, 40, 90-95

PROBLEM

The major purpose of the study was to investigate the relationship of academic ability and social class background to career change in college.

METHODS

The participants were male students from 248 colleges and universities. The sample included 1,999 students planning careers as engineers, 1,816 planning to be teachers, 1,576 physicians, 928 businessmen, 869 lawyers, 484 chemists, 420 accountants, and 391 physicists. Career choice data were collected when the students entered their freshman year and again at the end of their freshman year.

RESULTS

Chi-square procedures were used to evaluate the data. The results led the author to conclude that in regard to academic ability and social class background, students who are unlike the majority of the other students with the same initial career choice tend to change their career plans to another field where they are more like other students. A secondary finding of this study was that the male students who chose the same occupation as their fathers were less likely to change their career plans over the freshmen year.

TITLE: Career Choice Patterns

AUTHOR(S): Werts, C.E.

SOURCE: Sociology of Education, 1967, 40, 348-358

PROBLEM

Sought to determine whether high school grades and father's education are related to career choice.

METHODS

The participants were 51,110 female and 76,015 male freshmen from 248 colleges and universities. A brief information form was used to gather data regarding high school grades and father's education.

RESULTS

Analysis of the data revealed support for the notion that high school grades and father's education are related to career choice. Students at each high school grade level were found to have different career choices depending on their father's education. It was also found that females choosing nontraditional careers (e.g., engineer) tended to have highly educated fathers.

TITLE: Paternal Influence on Career Choice

AUTHOR(S): Werts, C.E.

SOURCE: Journal of Counseling Psychology, 1968, 15, 48-52

PROBLEM

Evaluated the relationship between fathers' occupations and sons' career choices.

METHODS

The participants were 76,015 males entering 246 colleges and universities. Nearly all the students were freshmen. At the time of registration the students completed a short questionnaire which asked them to indicate their probable future occupation and their father's occupation. The responses were coded into numerous occupational categories. The percentage of sons in each career-choice category was computed for each father's occupational category.

RESULTS

The results of the data analysis revealed that at least three broad types of occupations seem to be passed from father to son. These occupations are in the areas of physical science, social science, and medicine.

TITLE: Determinants of Changes in Career Plans During College

AUTHOR(S): Werts, C.E. & Watley, D.J.

SOURCE: Sociology of Education, 1968, 41, 401-405

PROBLEM

Reanalyzed data from an earlier study by C. E. Werts (Sociology of Education, 1967, 40, 90-95) to test the notion that individuals within a career field gradually become more homogeneous and between career fields increasingly different over the college years.

METHODS

The data were collected on male students from 248 colleges and universities. The sample was divided into those students planning to be engineers (n-1,999), teachers (n-1,816), physicians (n-1,579), businessmen (n-928), lawyers (n-869), chemists (n-484), accountants (n-420), and physicists (n-391). Questionnaire data obtained at the time of college entrance were compared with questionnaire data collected one year later.

RESULTS

The data were evaluated using analysis of variance and correlational procedures. The findings from the analyses provided no support for the notion predicting an increased similarity of individuals within career areas over time and an increased dissimilarity of individuals between career areas over time. The authors suggested the development of a new theory which takes into account how changes in personal characteristics over time affect career choice.

TITLE: Relationships Among Self-Concepts, Ideal Self-Concepts, and Stereotypes of Probable and Ideal Vocational Choices

AUTHOR(S): Wheeler, C.L. & Carnes, E.F.

SOURCE: Journal of Counseling Psychology, 1968, 15, 530-535

PROBLEM

Evaluated Super's notion that occupational choice is an effort to implement self-concept.

METHODS

The participants were 134 undergraduate male students from two colleges. The students completed a version of the Descriptive Checklist. This instrument was used to obtain four measures for each student: self-concept, ideal self-concept, stereotype of probable vocational choices, and stereotype of ideal vocational choices. The Checklist includes 180 items. Stereotype of probable and ideal vocational choices were assessed by having the students express their views of the characteristics of people employed in their probable and ideal occupation. It was hypothesized that the congruency between self-concept and stereotype of probable occupation would be greater than the congruency between self-concept and stereotype of ideal occupation. It was also hypothesized that the congruency between ideal self-concept and stereotype of ideal occupation would be greater than the congruency between ideal self-concept and stereotype of probable occupation.

RESULTS

The data were evaluated using t-tests. Contrary to expectations, the tests revealed that both stereotypes of probable and ideal vocational choices were more congruent with ideal self-concept than with real self-concept. The authors concluded from the study that while the results are consistent with Super's general notion that occupational choice is an implementation of self-concept, the findings point toward the idea that occupational choice may be more a process of self-actualization or implementation of ideal self-concept.

TITLE: Valence and Instrumentality Contributions to Understanding Occupational Preference

AUTHOR(S): Wheeler, K.G.

SOURCE: Journal of Vocational Behavior, 1980, 17, 71-80

PROBLEM

Examined whether or not valences and instrumentalities are related to occupational preferences.

METHODS

The participants were 128 undergraduate students. All the students were either juniors or seniors. Twenty-one students indicated that accounting was their most preferred occupation and 22 indicated that counseling was their most preferred occupation. A questionnaire was administered to collect valence and instrumentality data. Valence data were obtained by having the students rate each of 15 outcomes (e.g., chance to learn new things, chance to use my special abilities, and freedom from supervision) on a five-point scale on the basis of how they felt about the outcomes in general, and not in relation to any specific job or occupation. Instrumentality data were obtained by having the students rate the same 15 outcomes in relation to both the occupations of accounting and counseling. A seven-point bipolar scale was used to do the instrumentality ratings.

RESULTS

Analysis of variance procedures were used to evaluate the data. The findings indicated support for the notion that an occupation is preferred on the basis of the match between valences and instrumentalities. Both valences and instrumentalities were found to be related to occupational preferences. Students preferring accounting rated some extrinsic outcomes higher than students preferring counseling, whereas students preferring counseling rated some intrinsic outcomes higher than students preferring accounting. It was also found that the students tended to rate their preferred occupation as more instrumental for all types of outcomes.

TITLE: Sex Differences in Perceptions of Desired Rewards, Availability of Rewards, and Abilities in Relation to Occupational Selection

AUTHOR(S): Wheeler, K.G.

SOURCE: Journal of Occupational Psychology, 1981, 54, 141-148

PROBLEM

Sought to determine whether females selecting an occupation have perceptions more similar to males choosing the same occupation or to females selecting a different occupation.

METHODS

The participants were 49 female and 66 male undergraduate students. Twenty-five females were majoring in business and 24 females were majoring in education. All 66 males were majoring in business. Two measures of occupational perception were collected for each participant: work values and instrumentalities. Work values were measured by having the students rank the relative importance of 15 outcomes: secure future, high salary, prestige and status, advancement, friendly associates, work as a team, chance for leisure, learn new things, use special abilities, exercise leadership, contribute to decisions, freedom from supervision, freedom from conformity, variety, and benefit society. Instrumentalities were measured by having the students rate each of the same 15 outcomes in regard to the availability of the outcomes in their chosen occupation.

RESULTS

Analysis of variance procedures were used to examine the data. The results of the analyses revealed very few sex differences in work values and instrumentalities when occupational choice was held constant. The scores for the female and male business majors were found to be remarkably similar. However, considerable differences in work values and instrumentalities were found between female business majors and female education majors.

TITLE: The Expectancy Model in the Analysis of Occupational Preference and Occupational Choice

AUTHOR(S): Wheeler, K.G. & Mahoney, T.A.

SOURCE: Journal of Vocational Behavior, 1981, 19, 113-122

PROBLEM

Evaluated the hypothesis that occupational preference and occupational choice have different relationships with the desirability of occupational outcomes, expectancy of attaining an occupation, and expected costs of attaining an occupation.

METHODS

The participants were 128 undergraduate students. Thirty students were psychology majors and 98 were business majors. A 26-page questionnaire was used to measure the variables of the study. Occupational preference was measured by having the students rank 19 occupations from the one they would "like to be in the most" to the one they would "like to be in the least." Occupational choice was measured by having the students rank the same 19 occupations from the one they "would most likely be in" to the one they would be "least likely to follow." Desirability of occupational outcomes was assessed by having the students rate 15 outcomes (e.g., chance to learn new things) on a five-point scale. A seven-point scale was used to collect data for both expectancy of attaining an occupation and expected costs of attaining an occupation.

RESULTS

The data analysis was completed primarily by using correlational procedures. The results suggested that occupational preferences are a function of pure attraction for the occupation, whereas occupational choices are a compromise including attraction, expectancy of attaining an occupation, and consideration of the expected costs. The latter was described as consistent with a valence-instrumentality-expectancy model.

TITLE: The Relationship of Self-Concept and Parental
Identification to Women's Vocational Interests

AUTHOR(S): White, B.J.

SOURCE: Journal of Counseling Psychology, 1959, 6, 202-206

PROBLEM

Examined the relationships of self-concept and parental identification to vocational interests and occupational choices.

METHODS

The participants were 81 undergraduate female students and the parents of 34 of these students. All the students were freshmen attending a junior college. Students' self-concept and parental identification were assessed by means of a Q-sort technique. This technique required the students to sort 75 descriptive statements along a continuum from the ones most like themselves to those least like themselves. The students repeated the sorting task three times: to describe themselves as they are; to describe their ideal self; and to describe the person they think their parents would like them to be. Students' vocational choices were assessed by administering the Strong Vocational Interest Blank for Women. A questionnaire was used to determine the occupational choices of each student. The parents were also asked to arrange the 75 Q-sort statements. Parents repeated the sorting task twice: to describe their daughter as she is and as they would like her to be.

RESULTS

Correlational and t-test procedures were used to evaluate the data. The analyses revealed that the students who were more closely identified with their parents had more traditional female interests and occupational choices. These students also tended to come from homes in which both parents were living and where there was clear communication between the students and their parents. Conversely, it was found that students who had less traditional female interests and occupational choices tended to come from homes in which the male parent was deceased or in which there was less communication between the students and their parents.

TITLE: Personality Variables Related to Career Decision-Making Abilities of Community College Students

AUTHOR(S): Wigent, P.A.

SOURCE: Journal of College Student Personnel, 1974, 15, 105-108

PROBLEM

Part of the study investigated the relation of self-concept and psychological needs to certainty of career selection.

METHODS

The participants were 300 community college students. Forty-two percent of the sample were females and 58 percent were males. Based on their responses to a nine-point scale item ranging from "Very sure of my goal" to "Undecided about my goals" the students were classified into one of three career selection certainty groups: high, average, or low. Approximately 48 percent of the sample were classified in the high certainty group, 36 percent in the average group, and 15 percent in the low group. Self-concept was measured using the Self-Concept Inventory. Psychological needs were assessed using the Edwards Personal Preference Schedule. The self-concept and psychological needs data were obtained from the students' college file.

RESULTS

Differences among the three career selection certainty groups in regard to self-concept and psychological needs were evaluated using analysis of variance procedures. The results suggested that certainty of career selection is associated with self-concept but not with psychological needs. Students who had more positive self-concepts were found to be more certain about their career goal than students who had less positive self-concepts.

TITLE: Occupational Choice of Male Graduate Students as Related to Values and Personality: A Test of Holland's Theory

AUTHOR(S): Williams, C.M.

SOURCE: Journal of Vocational Behavior, 1972, 2, 39-46

PROBLEM

Examined whether occupational choice is related to life values, work values, and personality characteristics.

METHODS

The participants were 145 male graduate students enrolled in various majors corresponding to one of six Holland classifications. There were 29 students with social majors, 23 with artistic majors, 23 with intellectual majors, 21 with realistic majors, 24 with conventional majors, and 24 with enterprising majors. Life values were measured by administering the Allport-Vernon-Lindzey Study of Values. Work values were assessed by administering the Miller Occupational Values Indicator. Personality characteristics were measured using the Sixteen Personality Factor Questionnaire.

RESULTS

Discriminant analysis techniques were used to evaluate the data. The results of the analyses provided evidence to suggest that occupational choice is related to all three variables investigated, i.e., life values, work values, and personality characteristics. It was also found that students selected occupations that were, for the most part, congruent with their values and personality. The author concluded that the findings provide some support for Holland's theory of vocational choice.

TITLE: Cognitive Complexity and Career Maturity Among College Students

AUTHOR(S): Winer, J.L., Cesari, J., & Haase, R.F.

SOURCE: Journal of Vocational Behavior, 1979, 15, 186-192

PROBLEM

Evaluated the role that cognitive complexity plays in career maturity.

METHODS

The participants were 48 female and 51 male undergraduate students who were relatively certain of their occupational choices. Cognitive complexity was measured by administering two instruments: the Bieri Repertory Test and the Bodden Cognitive Differentiation Grid. Both instruments are designed to assess the complexity-simplicity dimension proposed by Kelly and yield two scores. Career maturity was measured by administering both the Attitude Scale and Competence Test sections from the Career Maturity Inventory. The Attitude Scale score purports to measure involvement in the process of vocational choice, orientation toward the problem of vocational choice, independence in decision making, preference for various factors in one's choice, and conceptual understanding of the problem. The Competence Test yields five scores purporting to measure self-appraisal, occupational information, goal selection, planning, and problem solving.

RESULTS

The data were examined using simple and multiple correlational analyses. The findings from the analyses indicated some support for the relationship between cognitive complexity and career maturity, especially those aspects of career maturity which are cognitive in nature. The strongest relationship was found between the Competence Test and Bieri Test scores. The findings showed that greater career maturity was associated with greater cognitive complexity.

TITLE: Motivational Determinants of Curricular Choice in College Males

AUTHOR(S): Wish, P.A. & Hasazi, J.E.

SOURCE: Journal of Counseling Psychology, 1973, 20, 127-131

PROBLEM

Investigated the relationship of achievement-related motivation and subjective probability of success to the choice of a college major.

METHODS

The participants were 142 undergraduate male students. The students were enrolled as juniors in one of six majors (e.g., accounting and marketing). All participants were administered (1) the Cue Interpretations Test which measured need for achievement, (2) the Debilitating Anxiety Scale of the Alper-Haber Achievement Anxiety Test which assessed fear-of-failure, and (3) the Curricula Questionnaire which was used to determine two measures of the subjective probability of success in each of the six majors being studied. One measure of subjective probability of success used self as the standard of judgment while the other measure used others as the standard of judgment.

RESULTS

One-sample binomial tests were used to evaluate the data. The analyses revealed that when the fear-of-failure was greater than the need for achievement, students selected majors with either a low or high probability of success, regardless of whether the probability of success was judged on the basis of self or others. However, the analyses also indicated that when the need for achievement was greater than the fear-of-failure, the results depended on the standard used to judge the probability of success. The students were found to select majors with a low or high probability of success when self was used as the standard but selected majors with intermediate probability of success when others were used as the standard.

TITLE: Traditionality of Choice and Sex-Role Identification as Moderators of the Congruence of Occupational Choice in College Women

AUTHOR()S: Wolfe, L.K. & Betz, N.E.

SOURCE: Journal of Vocational Behavior, 1981, 18, 43-55

PROBLEM

Evaluated the relationship of traditionality of occupational choice and sex-role orientation to personality-occupational environment congruence.

METHODS

The participants were 184 female undergraduate students who had made tentative occupational choices. Holland personality types were determined by administering the Strong-Campbell Interest Inventory and the American College Test Unisex Interest Inventory. Sex-role orientation was assessed by administering the Bem Sex Role Inventory. Based on the obtained scores, the students were classified into one of four groups: masculine, feminine, androgynous, or undifferentiated. A questionnaire was used to obtain information regarding present field of study and occupational choice. Holland codes were assigned to each student's occupational choice. Occupational choices were classified as either traditional, moderately traditional, or nontraditional based on the percentage of women in the occupation.

RESULTS

Chi-square analyses were used to examine the data. The results of the analyses revealed a strong relationship between traditionality of occupational choice and personality-occupational environment congruence. It was found that students whose choices were in nontraditional career fields were more likely to be making choices congruent with their personality type than students choosing traditional career fields. The findings also indicated that masculine-typed students were most likely to make nontraditional and congruent career choices.

TITLE: Sex-Role Self-Concept and Attitudes Related to Occupational Daydreams and Future Fantasies of College Women

AUTHOR(S): Yanico, B.J.

SOURCE: Journal of Vocational Behavior, 1981, 19, 290-301

PROBLEM

Examined the relationship of sex-role self-concept and attitude to career preference and career salience.

METHODS

The participants were 50 undergraduate female students. Sex-role self-concept was measured by administering the Bem Sex-Role Inventory. The Inventory yields two measures, a masculinity score and a femininity score. General attitudes toward women's roles were assessed by administering the Attitudes Toward Women Scale. Patterns in career preferences were assessed by analyzing the amount of gender dominance in past occupational daydreams, present college major, and intended future occupation. The Occupational Daydreams section of the Self-Directed Search was completed by the students. Career salience was measured by conducting a content analysis of written future fantasies. The students were tested in two groups of 25. The results were used to classify the students by sex-role self-concept as either masculine, feminine, androgynous, or undifferentiated and by sex-role attitude as either liberal or conservative.

RESULTS

Analysis of variance procedures yielded results which suggested that sex-role self-concept and sex-role attitudes probably combine in rather complex ways to influence past and present career preferences and career salience. It was also concluded that sex-role self-concept may play a larger role in childhood and adolescent career fantasies while attitudes may have more influence on the making of actual career choices.

TITLE: Androgyny and Traditional Versus Nontraditional Major Choice Among College Freshmen

AUTHOR(S): Yanico, B.J., Hardin, S.I., & McLaughlin, K.B.

SOURCE: Journal of Vocational Behavior, 1978, 12, 261-269

PROBLEM

Part of the study examined the relationship between psychological androgyny and career choice.

METHODS

The participants were 231 freshmen. Seventy-seven of the students were females enrolled in home economics, 77 were females enrolled in engineering, and the remaining 77 were males enrolled in engineering. Two instruments were administered through the mail. The Bem Sex-Role Inventory was used to measure sex-role self-concepts. Androgyny scores were computed by taking the difference between the Inventory's masculinity and femininity scores. Scores from the Inventory were also used to classify the students as androgynous, masculine-typed, or feminine-typed. The other instrument was made up of questions from the Assessment of Career Decision Making and it was used to assess satisfaction and certainty of both major and career choice.

RESULTS

Analysis of variance and chi-square procedures were used to evaluate the data. The results revealed the expected relationship between androgyny and career choice. The females in engineering were found to be more androgynous than females in home economics and males in engineering. The authors concluded that females who are androgynous seem to feel freer to choose a nontraditional career field, whereas females who ascribe to more sex typing appear to be more likely to choose a sex-typed career field. The results were described as supporting Super's notion that career choice is an implementation of one's self-concept.

TITLE: A Longitudinal Study of Personality and Choice of Major

AUTHOR(S): Yonge, G.D. & Regan, M.C.

SOURCE: Journal of Vocational Behavior, 1975, 7, 41-65

PROBLEM

Evaluated several aspects of Holland's theory of the relationship between personality and vocational choice.

METHODS

The participants were 833 undergraduate male students who completed the Omnibus Personality Inventory as entering freshmen and four years later. The Inventory yields 14 scores: thinking introversion, theoretical orientation, estheticism, complexity, autonomy, religious orientation, social extroversion, impulse expression, personal integration, anxiety level, altruism, practical outlook, masculinity-femininity, and response bias. Data regarding the students' choice of college major both as a freshman and a senior were collected. These choices were classified into one of the six Holland types.

RESULTS

The data were analyzed using repeated-measure analysis of variance procedures. The results from the analyses led the authors to conclude that personality characteristics and choice of major are moderately related but Holland's theory is not adequate to the task of shedding much light on the findings obtained in the study. The authors also stated that they might have done better uncovering the relationship between personality and major choice if they had used more conventional groupings of fields of study (e.g., engineering) instead of the six global groupings suggested by Holland.

TITLE: Self-Concept, Occupational Member Concept, and Occupational Interest Area Relationships in Male College Students

AUTHOR(S): Ziegler, D.J.

SOURCE: Journal of Counseling Psychology, 1970, 17, 133-136

PROBLEM

Evaluated the aspect of Super's theory in which vocational preferences are described as an implementation of self-concepts.

METHODS

The participants were 428 undergraduate male students from three colleges. The students were tested during their regularly scheduled class periods. Self-concept was measured by administering the Adjective Checklist. Each student's most- and least-preferred occupational interest areas were determined by administering the Occupational Interest Area Indicator. The Indicator lists and describes 14 major occupational areas: agriculture, art, business administration, business management, business mathematical, business personnel, business technical, communication, conservation, education, medical science, music, science research, and social welfare. Occupational member concepts associated with the student's most- and least-preferred occupational interest areas were assessed by using the Adjective Checklist. The students used the Checklist to describe their concept of the kind of individual found in their most- and least-preferred areas.

RESULTS

The congruence between occupational member concepts and self-concept was examined using z-tests. The tests revealed that the students described their concept of the kind of individual found in their most-preferred occupational interest area as being more similar to themselves than their concept of the kind of individual found in their least-preferred occupational interest area. This finding was described as supporting Super's notion that vocational preference is an expression of self-concept.

TITLE: Vocational Choice and Utility for Risk

AUTHOR(S): Ziller, R.C.

SOURCE: Journal of Counseling Psychology, 1957, 4, 61-64

PROBLEM

Sought to evaluate the notion that risk-taking tendencies are related to occupational choice.

METHODS

The participants were 182 undergraduate sophomore students enrolled in an ROTC program. Risk-taking tendencies were assessed by administering a 20-item test dealing with military terms. The test items were true-false and dealt with terms that most students were unfamiliar with and therefore were unable to respond to with any great assurance of success. The students were told before they completed the test that they would be penalized for guessing incorrectly. Based on the number of incorrect responses and the number of items omitted, a risk-taking score was computed for each student. Occupational choice data were collected using a brief questionnaire. The students were classified by their expressed occupational choice into one of eight groups.

RESULTS

Analysis of variance procedures were used to compare the risk-taking tendencies of students in various occupational groups. The results from the analysis supported the notion that risk-taking tendencies are related to occupational choice. Several occupational groups were found to have different risk-taking tendencies.